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ABSTRACT

Iowa's Legislative Extended Assistance Group (LEAG) was formed in 1978 to encourage interaction between state government and university researchers. This report deals with the topic of teaching quality. A stratified random sampling procedure was used to: (1) determine perceived adequacy of new teachers in a number of areas associated with effective preparation; (2) determine in what ways teachers are seen as particularly well prepared; (3) determine overall adequacy of new teachers compared to new teachers of five years ago; and; (4) obtain information about field experiences. Some 1,055 new teachers, principals, experienced teachers, and cooperating teachers involved in teacher training were surveyed. The respondents represented grade levels from kindergarten through grade twelve. Survey findings are presented along with recommendations based on the research. The key findings suggest three recommendations that are detailed in the report. They are: (1) teacher preparation programs should provide field experiences that offer both breadth and depth of experience; (2) graduates of Iowa teacher education programs should be proficient in a clearly defined set of skills or competencies; and (3) teacher preparation programs should conduct follow-up studies periodically to assess the quality of graduates and the effectiveness of the program. (JD)

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THE LEGISLATIVE EXTENDED ASSISTANCE GROUP

PERCEIVED ADEQUACY OF
NEW TEACHERS IN IOWA

Jan Sweeney
Legislative Service Bureau

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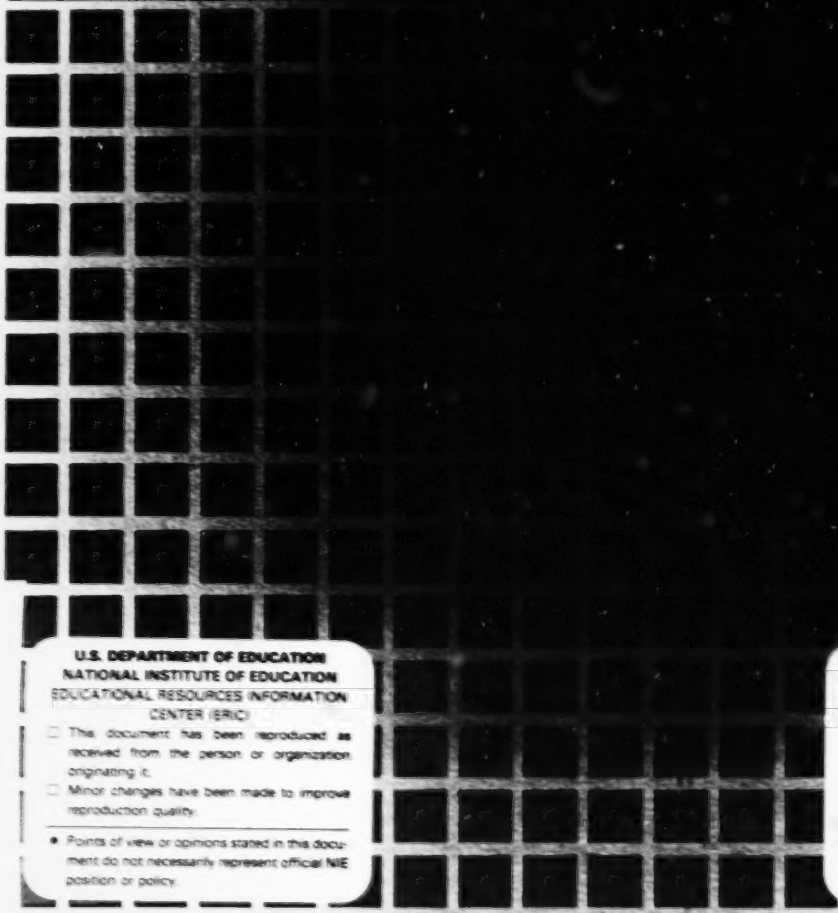

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PERCEIVED ADEQUACY OF NEW TEACHERS IN IOWA

Jan Sweeney
Legislative Service Bureau

Project Funded by

THE LEGISLATIVE EXTENDED ASSISTANCE GROUP
OF THE IOWA GENERAL ASSEMBLY

and

THE NORTHWEST AREA FOUNDATION

Prepared for:

THE TEACHING QUALITY SUBCOMMITTEE OF THE
IOWA LEGISLATIVE COUNCIL'S EXCELLENCE IN EDUCATION TASK FORCE

October, 1984

PREFACE

Iowa's Legislative Extended Assistance Group (LEAG) was formed in 1978 to encourage interaction between state government and university researchers. Each year LEAG has identified issues of public policy where research is needed to aid Iowa's legislature. Specific proposals for research have been solicited and LEAG has funded practical projects of policy research which have been undertaken by college and university faculty throughout Iowa. The results of the research work are given peer review prior to being published and made available to all members of the Iowa General Assembly. In addition, from time to time LEAG publishes research reports of interest to the Legislature that have been produced in conjunction with other legislative activities.

This report, by Jan Sweeney of the Legislative Service Bureau, falls in the latter category. The report was written as part of the staff research input to the Legislative Council's Excellence in Education Task Force, which produced a comprehensive report on education in Iowa, together with recommendations for educational improvement.

Ms. Sweeney's report deals with aspects of one of the six major areas studied by the Task Force, the topic of teaching quality, including preparation of new teachers for their profession. Inquiries were made, using a stratified random sampling procedure, to evaluate the adequacy of training of new teachers in Iowa (those who had entered the profession within the prior three years). Some 1,055 new teachers, principles, experienced teachers, and cooperating teachers involved in teacher training were surveyed. The respondents covered the range of education from Kindergarden through grade twelve. This report presents the survey findings plus recommendations based on this research.

The key findings of this study suggest three recommendations that are detailed in the report. In brief they are: (1) teacher preparation programs should provide field experiences that offer both breadth and depth of experience; (2) graduates of Iowa teacher education programs should be proficient in a clearly defined set of skills or competencies; (3) teacher preparation programs should conduct follow-up studies periodically to assess the quality of graduates and the effectiveness of the program.

Copies of this report, and other LEAG studies can be obtained from:

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CHAPTER ONE

INTRODUCTION

A plethora of national reports released during the past 18 months have lamented the sad state of affairs in American education. Foremost among them was the report of the National Commission on Excellence in Education, A Nation At Risk. Included among the factors the report identified as contributing to the "rising tide of mediorcrity" was our nation's teachers. The report claimed that the teaching profession is not attracting the most academically able, that teacher preparation programs need improvement, and that poorly prepared teachers are contributing to the problems of American education. Teacher education in America has once again come under fire.

The Excellence in Education Task Force, appointed by the Iowa Legislative Council in 1983 to study education in Iowa and make recommendations for improvement, in response to these concerns chose, as one of its six major areas for study, quality of teaching. The Teaching Quality Subcommittee focused considerable attention upon teacher preparation. Preliminary findings obtained by the Subcommittee during the early part of its study through research data, literature, and expert testimony from educators in the state provided indications that improvement in teacher preparation programs in the state is needed. However, there were also some educators who indicated that the quality of recent teacher education graduates has

improved. These conflicting opinions among Iowa's educators convinced the Subcommittee that there was a need to go to the field and conduct more extensive research. The results of the research are presented and discussed in this report.

PURPOSE AND OBJECTIVES

The purpose of this study was to determine the perceived adequacy of Iowa's teachers who have entered the profession within the past three years. The perceptions of both teachers and principals in the state were used to draw conclusions about new teacher adequacy. The primary objectives of the study were:

1. To determine the perceived adequacy of new teachers in a number of areas associated with effective preparation, the perceived importance of these areas, and to identify gaps between perceived adequacy and importance.

2. To determine in what ways new teachers are seen as particularly well prepared, as well as in what ways they need to be better prepared.

3. To determine the perceived overall adequacy of new teachers compared to new teachers of five years ago.

4. To obtain information about the field experiences of new teachers during their preparation programs.

METHODS AND PROCEDURES

The study was conducted during the summer of 1984. A stratified random sampling procedure was used to survey new teachers, experienced teachers, cooperating teachers, and principals serving in Iowa's public and private school

districts in grades kindergarten through twelve during the 1983-84 academic year. New teachers were defined as those having three or less years teaching experience, while experienced teachers were those with more than three years experience. Cooperating teachers were those assigned a student teacher from one of eight teacher training programs in Iowa during the past three years.

From the total population of 2871 new teachers in Iowa, 700 were randomly selected for the study. From the total population of 29,316 experienced teachers, 850 were randomly selected. The total population of cooperating teachers was 3239 teachers, from which 663 were randomly selected. Of the state's 1403 elementary, junior high/middle school, and senior high principals, 550 were randomly selected. Sample sizes were determined after consultation with researchers at Iowa State University. Selection of the sample was completed by personnel from the Data Analysis and Statistics Section of the Department of Public Instruction.

The data for the study were gathered through a mailed questionnaire. Resource persons participating in the development of the instrument included personnel from Research Studies in Education (RISE), College of Education, Iowa State University; personnel from the Data Analysis and Statistics Section of the Department of Public Instruction; members of the Teaching Quality Subcommittee; and staff from the Legislative Service Bureau. Personnel from both the Data Analysis and Statistics Section of the Department of Public

Instruction and the Legislative Service Bureau prepared the survey in its final form. The portion of the instrument related to adequacy of preparation in 33 areas and the importance of each was replicated, with permission, from survey instruments used by RISE in conducting follow-up surveys of ISU teacher education graduates. These surveys are conducted by RISE as part of the on-going research effort to provide data for evaluating the teacher education program at ISU.

Personnel from the Legislative Service Bureau prepared the survey instruments for mailing. A cover letter which explained the purpose of the survey, requested voluntary participation, and provided assurances of confidentiality was included with each instrument mailed to those included in the sample. Since the survey was conducted during a time when school was not in session, the questionnaires were sent to the home address of those teachers who were members of the Iowa State Education Association (ISEA) during the 1983-84 academic year. The address labels for the ISEA members were obtained from the National Education Association office in Denver, Colorado. Those who were not members of the ISEA received the questionnaire at the address of the school district in which they taught during the 1983-84 academic year. Questionnaires mailed to principals were sent to their school addresses. The school address labels were obtained from the Department of Public Instruction.

After four weeks, a second mailing, consisting of a cover letter and another copy of the survey, was sent to

those who did not respond to the initial mailing. The second mailing, sent to each nonrespondent at the same address as the first, was delayed in the hopes that since school was again in session, this would produce an improved response rate. A total of 1055 instruments were returned, an overall response rate of 38 percent. Completed questionnaires were received from approximately 48 percent of the principals, 30 percent of the experienced teachers, 26 percent of the new teachers, and 52 percent of the cooperating teachers. A copy of the questionnaire, as well as of the cover letter included with each mailing, is included in Appendix A.

The data were analyzed in the aggregate, as well as by **group** (new teacher, experienced teacher, cooperating teacher, principal); **level** (elementary, junior high/middle school, senior high); **size of district** (599 or less, 600-2499, 2500 or more); **type of school** (public, private); and **education graduate** (Iowa or non Iowa education program). Since between group size differed, the responses of those from the four groups were weighted in order to be able to generalize the findings.

Ten educators with experience in educational research were asked to assist in categorizing responses to the open-ended questions. These volunteers were from the Des Moines Public Schools, Heartland Area Education Agency, Des Moines Area Community College, and the Department of Public Instruction. Keypunching of the questionnaires was done by personnel from the Department of Public Instruction, as was

the statistical analysis. The data were anlyzed using the software program Statistical Analysis System (SAS). Staff from the Legislative Service Bureau prepared the final report.

Chapter 1 presents information about the respondents. Chapter 2 presents the data and findings of the aggregate analysis and highlights the major findings when the data were analyzed by the variables. It is divided into four sections, each of which presents the data and findings related to one of the study's four objectives. Chapter 3 presents the summary, including recommendations. The data related to the variable analyses can be seen in Appendix B of the report.

CHARACTERISTICS OF THE SAMPLE

Table 1 presents information describing the sample. There were some respondents who, although they responded to the survey items that addressed the study's objectives, did not complete all the descriptive items of the questionnaire. Most of these items provided the information necessary to identify and analyze the data by the five variables of group, level, size of district, type of school, and education graduate. Therefore, although the aggregate analysis included the responses of all who completed the survey items that addressed the study's objectives, the analysis by each of the variables included only the responses of those who provided the descriptive information that corresponded to the variable. The data presented in Table 1 include both the relative and adjusted percentages. The relative percentages

include those who did not respond to a particular item, while the adjusted percentages include only those who completed the item. Since only the percentages of those who responded to the descriptive items are relevant to the results of the analysis by the variables, the discussion that follows refers only to the adjusted percentages.

The respondents were fairly evenly distributed among the four group categories, although new teachers comprised a somewhat lower percentage of the respondents (18%) and cooperating teachers a somewhat higher percentage (33%), compared to the principals (25%) and the experienced teachers (24%).

Overall, the respondents reported an average of 15.6 years in education. Both experienced and cooperating teachers averaged approximately 16 years experience, while the principals averaged slightly over 21 years. The new teachers averaged 2.1 years experience in education.

The greatest percentage of the respondents were employed at the elementary level (43%), while equal percentages (22%) reported that they worked at the senior high level or a combination of two or more levels. The lowest percentage (13%) were employed at the junior high/middle school level.

Fifty-seven percent of the respondents were from districts with a 1983-84 kindergarten through grade 12 enrollment of 1000 or more students. Of the remaining 43 percent, only five percent were from districts of less than 250 students.

Most of the respondents received their education training at an Iowa college or university. Less than one-fourth (24%) reported that they received their training outside the state of Iowa.

Few of the respondents were employed in private schools. Ninety-four percent reported that they worked in the state's public schools.

Most of the respondents planned to remain in education during the 1984-85 school year. Of those who responded to this item, 95 percent reported that they had already obtained an education position. Eight respondents indicated that they were either seeking a postition in education (1), that they were seeking a non-education position (2), or that they were going to pursue graduate study (5). The remainder (4%) reported that they had other plans for the 1984-85 school year.

Table 1

Characteristics of the Respondents

Characteristic	Number	Relative Percent	Adjusted Percent
Respondent identified as			
Principal	263	25	25
Experienced Teacher	251	24	24
New Teacher	185	17	18
Cooperating Teacher	345	33	33
Not Specified	11	1	***
TOTAL	1055	100	100
Average years experience in education			
All respondents	15.6		
Principals	21.4		
Experienced Teachers	15.9		
New Teachers	2.1		
Cooperating Teachers	16.2		
Level at which employed			
Elementary	440	42	43
Junior High/Middle School	135	13	13
Senior High	230	22	22
Combination of Levels	221	21	22
Not Specified	29	2	***
TOTAL	1055	100	100
Type of school in which employed			
Public	988	94	94
Private	62	6	6
Not Specified	5	0.4	***
TOTAL	1055	100.04	100

Table 1 (Continued)

Characteristics of the Respondents

Characteristic	Number	Relative Percent	Adjusted Percent
Enrollment of school district in which employed during 1983-84 school year			
249 or less	55	5	5
250 - 399	110	10	11
400 - 599	118	11	11
600 - 999	166	16	16
1000 - 2499	205	20	20
2500 - 7499	209	20	20
7500 or more	170	16	17
Not Specified	22	2	***
TOTAL	1055	100	100
Graduate of an Iowa college or university education training program			
Yes	785	74	76
No	254	24	24
Not Specified	16	2	***
TOTAL	1055	100	100
Employment plans for 1984-85 school year			
Have obtained position in education	977	93	95
Currently seeking or plan to seek position in education	1	0.1	0.1
Currently seeking or plan to seek non-education position	2	0.1	0.2
Graduate study	5	0.5	0.5
Other	36	3	4
Not Specified	34	3	***
TOTAL	1055	99.7	99.8

CHAPTER TWO

FINDINGS

PREPARATION AREAS

Perceived Adequacy

The teachers and principals were asked to rate the adequacy of new teachers in 33 preparation areas. The rating scale provided response choices ranging from "very adequate" (5) through "very inadequate" (1). The mean, or average, response for each of the preparation areas was calculated and used to rank order the areas from 1 (highest) to 33 (lowest). Preparation areas which ranked in the top five were considered to be those in which new teachers were most adequate, while areas which ranked in the bottom five were those in which new teachers were perceived least adequate. Where there was a mean score of less than 3.00, preparation was considered to be inadequate. The results are presented in Table 2.

New teachers were perceived as most adequately prepared in **content preparation in area of specialization** (3.96). In descending order, the other preparation areas in which they were perceived to be most adequate were **planning units of instruction and individual lessons** (3.84), **teaching basic skills** (3.75), **locating and using materials and resources in specialty area** (3.75), **evaluating and reporting student work and achievement** (3.67), and **preparing and using media** (3.67).

New teachers were perceived as being the least adequate in the following areas: **understanding and managing behavior**

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Table 2

Perceived Adequacy of New Teachers in Areas of Preparation

Area	N	Mean	S.D.	Rank (1=high)
Planning units of instruction and individual lessons	1018	3.84	1.97	2
Preparing and using media	1015	3.67	2.07	5
Maintaining student interest	1016	3.60	2.05	9
Understanding and managing behavior problems in the classroom	1017	2.87	2.41	33
Teaching basic skills	1007	3.75	1.99	3
Consultation skills in interacting with other professions	976	3.16	2.04	28
Developing student-student relationships	1009	3.35	1.97	19
Referring students for special assistance	997	3.26	2.32	23
Skills for mainstreaming handicapped students	942	2.90	2.32	32
Methods of working with children with learning problems	1008	2.94	2.45	31
Assessing learning problems	1008	3.06	2.31	29
Developing tests	1001	3.40	2.02	16
Interpreting and using standardized tests	978	3.32	2.13	21
Content preparation in area of specialization	996	3.96	1.97	1
Professional ethics and legal obligations	1014	3.33	2.43	20
Psychology of learning and its application to teaching	1016	3.50	2.12	12

[illegible]

Table 2 (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation

Area	N	Mean	S.D.	Rank (1=high)
Evaluating and reporting student work and achievement	1017	3.67	2.03	5
Relating activities to interests and abilities of students	1018	3.55	2.15	10
Using written communication effectively	1011	3.44	2.22	15
Locating and using materials and resources in specialty area	1006	3.75	2.00	3
Evaluating instruction	1003	3.38	2.12	17
Individualizing instruction	1011	3.29	2.26	22
Selecting and organizing materials	1010	3.64	2.06	7
Using a variety of instructional techniques	1014	3.55	2.33	10
Understanding teachers roles in relation to administrators, superivsors, and counselors	1005	3.36	2.34	18
Working with parents	1007	3.21	2.37	27
Working with other teachers	1015	3.64	2.13	7
Assessing and implementing innovations	1001	3.45	2.02	14
Appreciating and understanding individual and intergroup differences in values and lifestyles	999	3.50	2.15	12
Using community resources	1001	3.25	2.11	25
Techniques of curriculum construction	988	3.22	2.21	26

Table 2 (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation

Area	N	Mean	S.D.	Rank (1=high)
Influence of laws and policies related to schools	985	2.99	2.12	30
Techniques for infusing multicultural learning	969	3.26	2.02	23

Rating scale: Very Adequate = 5; Adequate = 4; Neutral = 3; Inadequate = 2; Very Inadequate = 1;

problems in the classroom (2.87), **skills for maninstreaming handicapped students** (2.90), **methods of working with children with learning problems** (2.94), **influence of laws and policies related to schools** (2.99), and **assessing learning problems** (3.06). It should be noted that in all but the latter area, new teachers were considered inadequate.

Perceived Importance

The respondents were also asked to rate the extent to which each of the preparation areas contributed to teaching effectiveness. Response choices ranged from "very important" (5) to "very unimportant" (1). The calculated mean for each of these areas, as well as their rankings from most (1) to least (33) important are presented in Table 3. Preparation areas that ranked in the top five were considered of highest importance, while those that ranked in the bottom five were considered of least importance. A preparation area was considered unimportant if the mean score was less than 3.00.

Table 3

Perceived Importance of Areas of Preparation

Area	N	Mean	S.D.	Rank (1=high)
Planning units of instruction and individual lessons	1030	4.62	1.36	4
Preparing and using media	1027	3.92	1.60	25
Maintaining student interest	1030	4.78	1.17	2
Understanding and managing behavior problems in the classroom	1030	4.83	1.01	1
Teaching basic skills	1021	4.67	1.29	3
Consultation skills in interacting with other professions	1001	3.61	1.71	32
Developing student-student relationships	1028	3.94	1.78	23
Referring students for special assistance	1018	4.14	1.60	18
Skills for mainstreaming handicapped students	965	3.92	1.88	25
Methods of working with children with learning problems	1021	4.27	1.68	14
Assessing learning problems	1023	4.32	1.64	12
Developing tests	1016	3.84	1.75	27
Interpreting and using standardized tests	995	3.55	1.94	33
Content preparation in area of specialization	1012	4.39	1.59	8
Professional ethics and legal obligations	1028	4.16	1.82	17
Psychology of learning and its application to teaching	1028	4.02	1.94	21

Table 3 (Continued)

Perceived Importance of Areas of Preparation

Area	N	Mean	S.D.	Rank (1=high)
Evaluating and reporting student work and achievement	1030	4.39	1.42	8
Relating activities to interests and abilities of students	1029	4.46	1.50	5
Using written communication effectively	1025	4.35	1.56	10
Locating and using materials and resources in specialty area	1020	4.13	1.60	19
Evaluating instruction	1018	4.26	1.62	15
Individualizing instruction	1026	4.21	1.78	16
Selecting and organizing materials	1027	4.31	1.56	13
Using a variety of instructional techniques	1030	4.40	1.50	7
Understanding teachers roles in relation to administrators, superivsors, and counselors	1025	3.98	1.79	22
Working with parents	1028	4.46	1.57	5
Working with other teachers	1031	4.34	1.58	11
Assessing and implementing innovations	1020	3.94	1.67	23
Appreciating and understanding individual and intergroup differences in values and lifestyles	1018	4.06	1.77	20
Using community resources	1022	3.80	1.65	29
Techniques of curriculum construction	1016	3.83	1.81	28

Table 3 (Continued)

Perceived Importance of Areas of Preparation

Area	N	Mean	S.D.	Rank (1=high)
Influence of laws and policies related to schools	1013	3.71	1.94	30
Techniques for infusing multicultural learning	988	3.64	2.05	31

Rating scale: Very Important = 5; Important = 4; Neutral = 3; Unimportant = 2; Very Unimportant = 1;

The preparation areas that ranked highest in perceived importance were **understanding and managing behavior problems in the classroom** (4.78), **maintaining student interest** (4.78), **teaching basic skills** (4.67), **planning units of instruction and individual lessons** (4.62), **working with parents** (4.46), and **relating activities to interests and abilities of students** (4.46).

While there were no preparation areas that were considered unimportant, the five considered least important were **interpreting and using standardized tests** (3.55), **consultation skills in interacting with other professions** (3.61), **techniques for infusing multicultural learning** (3.64), **influence of laws and policies related to schools** (3.71), and **using community resources** (3.71).

Gaps between Perceived Adequacy and Importance

The difference between how well new teachers were perceived to be prepared in each of the 33 areas and the perceived importance of each of the areas was considered to be a gap or deficiency. The gaps between perceived adequacy and importance for the 33 preparation areas are presented in Table 4. In none of the 33 areas did the perceived adequacy of new teachers match or exceed the perceived importance of the area. Differences equal to or greater than 1.00 are highlighted, as are those less than or equal to .50.

There were six preparation areas in which the difference between perceived new teacher adequacy and perceived importance was equal to or greater than 1.00. The preparation area in which the largest gap occurred was **understanding and managing behavior problems in the classroom** (1.96). This is hardly surprising given the fact that this preparation area was the one in which new teachers were perceived as least adequate (2.87), as well as the one which was considered most important (4.83). The areas in which the next largest gaps occurred were **methods of working with children with learning problems** (1.33), **assessing learning problems** (1.26), and **working with parents** (1.25). In all three of these areas, new teacher adequacy rated relatively low, (2.94, 3.06, and 3.21, respectively), but each was also accorded relatively high importance (4.27, 4.32, and 4.46, respectively). A fifth preparation area where the gap between perceived adequacy and importance was greater than 1.00 was **maintaining student interest** (1.18). Although new

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Table 4

Differences in Means of Adequacy and Importance in Areas of Preparation

Area	A. Adequacy Mean	I. Importance Mean	Difference I - A
Planning units of instruction and individual lessons	3.84	4.62	.78
Preparing and using media	3.67	3.92	.25
Maintaining student interest	3.60	4.78	1.18
Understanding and managing behavior problems in the classroom	2.87	4.83	1.96
Teaching basic skills	3.75	4.67	.92
Consultation skills in interacting with other professions	3.16	3.61	.45
Developing student-student relationships	3.35	3.94	.59
Referring students for special assistance	3.26	4.14	.88
Skills for mainstreaming handicapped students	2.90	3.92	1.02
Methods of working with children with learning problems	2.94	4.27	1.33
Assessing learning problems	3.06	4.32	1.26
Developing tests	3.40	3.84	.44
Interpreting and using standardized tests	3.32	3.55	.23
Content preparation in area of specialization	3.96	4.39	.43
Professional ethics and legal obligations	3.33	4.16	.83

Table 4 (Continued)

Differences in Means of Adequacy and Importance in Areas of Preparation

Area	A. Adequacy Mean	I. Importance Mean	Difference I - A
Psychology of learning and its application to teaching	3.50	4.02	.52
Evaluating and reporting student work and achievement	3.67	4.39	.72
Relating activities to interests and abilities of students	3.35	4.46	.91
Using written communication effectively	3.44	4.35	.91
Locating and using materials and resources in specialty area	3.75	4.13	.38
Evaluating instruction	3.38	4.26	.88
Individualizing instruction	3.29	4.21	.92
Selecting and organizing materials	3.64	4.31	.67
Using a variety of instructional techniques	3.55	4.40	.85
Understanding teachers roles in relation to administrators, superivsors, and counselors	3.36	3.98	.62
Working with parents	3.21	4.46	1.25
Working with other teachers	3.64	4.34	.70
Assessing and implementing innovations	3.45	3.94	.49
Appreciating and understanding individual and intergroup differences in values and lifestyles	3.50	4.06	.56

Table 4 (Continued)

Difference in Means of Adequacy and Importance in Areas of Preparation

Area	A. Adequacy Mean	I. Importance Mean	Difference I - A
Using community resources	3.25	3.80	.55
Techniques of curriculum construction	3.22	3.83	.61
Influence of laws and policies related to schools	2.99	3.71	.72
Techniques for infusing multicultural learning	3.26	3.64	.38

A. Rating scale for adequacy: Very Adequate = 5; Adequate = 4; Neutral = 3; Unimportant = 2; Very Unimportant = 1

B. Rating scale for importance: Very Important = 5; Important = 4; Neutral = 3; Unimportant = 2; Very Unimportant = 1;

teachers were perceived relatively adequate in this area (3.60), it was considered an extremely important area (4.78). The sixth preparation area where the gap between perceived adequacy and importance exceeded 1.00 was **skills for mainstreaming handicapped students** (1.02). While this was an area that was judged to be relatively low in importance (3.92), new teachers were seen as inadequate in this area (2.90).

There were eight preparation areas in which the gap was small. The smallest was **interpreting and using standardized**

tests (.23), followed by preparing and using media (.25), locating and using materials and resources in specialty area (.38), techniques for infusing multicultural learning (.38), content preparation in area of specialization (.43), developing tests (.44), consultation skills in interacting with other professions (.45), and assessing and implementing innovations (.49).

Comparisons

The data analysis included a number of variables. These were group (principals, experienced teachers, new teachers, cooperating teachers); level (elementary, junior high/middle school, senior high, combination); size of district (599 or less, 600-2499, 2500 or more); type of school (public, private); and education graduate (Iowa or non Iowa education program). The major findings are highlighted in this section. The data are presented in Table A, Appendix B.

Group. Principals were more likely to agree in their assessments of new teacher adequacy in the preparation areas than were teachers within the experienced, new, or cooperating teacher groups. Of the four groups, new teachers tended to assign the highest adequacy ratings and principals to assign the lowest. Cooperating teachers, however, tended to rate the importance of the areas the highest and new teachers to rate them the lowest. In other words, new teachers not only perceived their adequacy in the preparation areas to be higher, but also judged the importance of the areas to be lower than did the other three groups.

The groups were more likely to agree on what areas were most and least important than upon the areas in which new teachers were most and least adequate. New teachers tended to have different perceptions about the areas in which they were most and least adequate. The five areas in which they considered themselves most adequate were **content preparation in area of specialisation** (4.12), **planning units of instruction and individual lessons** (3.98), **using a variety of instructional techniques** (3.91), **psychology of learning and its application to teaching** (3.87), and **teaching basic skills** ((3.86). The areas in which the new teachers considered themselves least adequate were **consultation skills in interacting with other professions** (2.88), **referring students for special assistance** (2.96), **working with parents** (2.93), Developing **student-student relationships** (3.06), and **skills for mainstreaming handicapped students** (3.09).

It is interesting to note that while both the experienced and cooperating teachers considered new teachers inadequate in **understanding and managing behavior problems in the classroom**, this was an area in which neither the new teachers nor the principals considered new teachers inadequate. However, this was the area that was considered most important by all the groups and it was also the area in which the largest gap occurred between perceived adequacy and importance.

Level. Analysis of the data by level indicated that in most of the preparation areas, the respondents employed at

the elementary level rated the adequacy of new teachers and importance of the areas highest. New teachers were considered most adequate in **content preparation in area of specialization** by those employed at the junior high/middle school or senior high levels. While those at the elementary level considered it the second highest area of adequacy, they judged new teachers to be most adequate in **planning units of instruction and individual lessons.**

Understanding and managing behavior problems in the classroom was considered the the most important preparation area by those at all levels. This was also the area in which the largest gap occurred between perceived adequacy and importance

Size of District. When the data were analyzed by size of district in which the respondents were employed, the differences among the three groups were not great. All three size categories perceived new teachers most adequate in Content **preparation in area of specialization.**

All three of the size categories reported that the largest gap between perceived adequacy and importance was in the preparation area of **understanding and managing behavior problems in the classroom,** an area in which they rated new teachers as least or next to least adequate.

Type of School. Respondents from both types of schools (public and private) differed regarding the five preparation areas in which they perceived new teachers most adequate. There was only one preparation area in which the rankings

differed enough to be worthy of note. Adequacy of new teachers in **appreciating and understanding individual and intergroup differences in values and lifestyles** was ranked higher by those from the private schools than by those from the public schools. This was also the area judged by those from the private schools to be most important. Those from the public schools, however, ranked it considerably lower in importance. The area in which there was the largest gap between perceived adequacy and importance for both public and private school respondents was **understanding and managing behavior problems in the classroom.**

Education Graduate

There was little difference between the perceptions of those who were graduates of Iowa education training programs and those who were graduates of non Iowa programs. However, those who graduated from a teacher training program outside the state of Iowa tended to rate new teacher adequacy in the preparation areas, as well as the importance of these areas, lower than did the Iowa graduates.

Both rated new teachers most adequate in **content preparation in area of specialization** and least adequate in **understanding and managing behavior problems in the classroom.** The latter area was also judged by both to be of greatest importance Not surprisingly, the greatest gap between adequacy and importance was in the area of **understanding and managing behavior problems in the classroom.**

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NARRATIVE DATA

There were two open-ended questions included in the survey. In one, the respondents were asked to indicate the ways in which they thought new teachers particularly well prepared, and in the other, the ways in which they thought improved preparation was needed. These items were included to allow respondents the opportunity to identify additional important preparation areas and to provide additional information. The responses were collapsed into 16 categories, most of which were preparation areas previously mentioned. These categories were used to code the responses for further analysis.

A group of ten educators from the Des Moines Public Schools, Des Moines Area Community College, Heartland Area Education Agency, and the Department of Public Instruction were asked to assist in coding the open-ended responses. Following training, the coding categories were refined and the resulting categories were used by the volunteers in coding the open-ended responses. The interrater reliability coefficient was calculated to be 82.4. The data indicating the ways in which new teachers were thought to be particularly well prepared, as well as the ways in which it was thought improvement was needed, are presented in Table 5.

New teachers were considered to be well prepared in **content preparation** (33.9%). This paralleled the earlier findings. New teachers were also considered well prepared in the areas of **planning instruction** (13.8%), and **instructional**

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Table 5

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve

Category	Well Prepared (N = 928) (%)	Need Improvement (N = 979) (%)
Understanding of and dedication to the profession	6.9	6.5
Interpersonal/communication skills	3.6	8.8
Serving students with special needs	0.4	4.3
Testing/evaluation/research	0.7	1.5
Content preparation	33.9	5.4
Field Experience (Amount of time, variety of experiences)	6.2	19.7
Proficiency of new teachers basic skills	2.0	4.5
Discipline	0.8	23.2
Awareness of individual/group differences	3.5	1.7
Psychology of learning and its application to teaching	14.1	10.1
Teaching basic skills	1.5	1.0
Planning instruction	13.8	4.6
Utilization of time	0.2	3.0
Instructional materials/ resources	8.7	1.2
Miscellaneous	2.2	1.9
Not applicable--response did not refer to new teacher strengths or weaknesses	1.4	2.5

materials/resources (8.7%). Altogether, these three areas of strength comprised nearly 60 percent of the responses.

The respondents most often reported that new teachers needed to be better prepared in the area of **discipline** of students (23.2%). This also paralleled the previous findings. Other frequently mentioned areas for improvement included **field experiences** (19.7%) and **psychology of learning and its application to teaching** (10.1%). These three areas accounted for more than fifty percent of the responses. Opinions about new teacher proficiency in the latter area were mixed. Fourteen percent considered it an area of strength, while 10 percent considered it an area of weakness.

Comparisons

The data were analyzed by group, level, size of district, type of school, and education graduate. In all cases, the differences were small and do not appear to have practical significance. The results of the analysis are presented in Table B, Appendix B.

PERCEIVED QUALITY OF NEW TEACHERS--NOW AND FIVE YEARS AGO

Principals and teachers were asked to rate the overall present quality of new teachers using an 11-point Likert scale where the response choices ranged from "very poor" to "very good". The responses were categorized as follows: "very poor" (0-1); "poor" (2-3); "fair" (4-6); "good" (7-8); and "very good" (9-10). Using the same scale and categories, respondents were also asked to indicate how they would have rated the quality of new teachers five years ago. The

percentage of responses falling into each of these categories, as well as the mean responses for both present and past quality were calculated. In addition, the difference between each respondent's perceived present and past quality rating was calculated and these differences for all respondents summed and averaged to determine the magnitude and direction of the difference in responses between perceived present and past quality. The mean difference after statistical control, as well as the other data related to perceived quality today and five years ago, are presented in Table 6.

Table 6

Perceived Quality of New Teachers Today
Compared to Those of Five Years Ago

Quality	A. Today (N=1026)	B. Five Years Ago (N=782*)	Average of Difference Between A and B (N=778*)
Very Poor	.5%	.4%	
Poor	5.5%	5.0%	
Fair	36.7%	47.6%	
Good	48.7%	42.3%	
Very Good	8.5%	5.8%	
Mean	6.54	6.28	.13
Standard Deviation	4.22	4.24	4.21

* Includes only those who had five or more years experience in education

The data indicate that the perceived quality of new teachers today was higher than those of five years ago. The greatest percentage of respondents categorized new teachers as "good" (48.7%); over 57 percent rated them "good" or "very good". Only 6 percent rated than "very poor" or "poor", while the remainder (36.7%) rated them fair. Five years ago, 48.1 percent would have rated new teachers as "good" or "very good". While there were few (5.4%) who would have rated new teachers of five years ago as "very poor" or "poor", nearly half (47.6%) would have rated them "fair".

An examination of the mean scores indicates that the respondents rated the overall quality of new teachers above the midpoint of 5 on the scale (6.54). Although the mean score rating of new teachers five years ago was somewhat lower (6.28), it was also above the midpoint. The mean difference score was also low (.13), indicating that the ratings assigned by the respondents did not differ greatly.

A correlation coefficient was calculated to determine both the extent and the direction of the relationship between past and present perceived quality. The coefficient, using only the responses of those who have been employed in education five or more years, was .54, a positive relationship that was significant at the .0001 level. In other words, a respondent was likely to assign a higher quality rating to the new teachers of today than he or she was to the new teachers of five years ago.

Comparisons

When the data were analyzed by group, level, size of district, type of school, and education graduate, the mean score and the mean difference score for each variable was calculated. The analysis by size of district, type of school, or education graduate did not reveal any differences worthy of note. The major findings of the analysis by group and level are pointed out in this section. The data can be seen in Table C, Appendix B.

Group. When the data were analyzed by group, new teachers, on the average, rated the present quality of new teachers higher (7.25) and experienced teachers rated it lower (6.43) than did the other groups.

Level. The data analysis by level indicated that of the four groups, those employed at the elementary level rated the quality of new teachers, both those of today (6.83) and those of five years ago (6.45) the highest.

PREPARATION PROGRAM FIELD EXPERIENCES

The survey sought information about the teacher training program field experiences of new teachers in terms of opinions about the amount of time spent in field experiences, as well as information from new teachers about how the size of the district in which they did their student teaching compared to the size of the district in which they are currently employed.

All respondents were asked their opinions about the amount of time spent by new teachers in field experiences during their preparation programs. Field experiences were defined as observation and experience prior to admittance into a teacher preparation program, cliical experiences in methods courses, and student teaching. The response mode was an 11-point Likert scale, where responses between 0 and 3 indicated that new teachers spent "too little" time in field experiences, responses between 3 and 6 that they spent "about the right amount" of time, and responses between 7 and 10 that they spent "too much" time. The percentage of responses falling into each of these categories was calculated, as was the mean response. The data are presented in Table 7.

Table 7

Opinion about Amount of Time Spent by New Teachers in Field Experiences During their Preparation Programs

(N = 1030)

Amount of Time	Percent
Too little	45.2
About right	47.1
Too much	7.7

Mean = 3.87
Standard Deviation = 4.36

Nearly half (47.1%) the respondents reported that new teachers spent too little time in field experiences during their preparation programs. However, nearly as many (45.2%) thought they spent too little time. Few (7.7%) indicated

that they spent too much time. The average response was 3.87, which was below the midpoint (5) on the scale.

New teachers were asked to compare the size of the district in which they did their student teaching to the size of the one in which they are now employed. There were five response choices ranging from "considerably larger" to "considerably smaller". The results are presented in Table 8.

Table 8

Size of District in which New Teachers Did Student Teaching Compared to Size of District in which Currently Employed

(N = 185)

Student teaching district size was:	Percent
Considerably larger	33
Somewhat larger	19
About the same	25
Somewhat smaller	9
Considerably smaller	14

The majority of the new teachers did their student teaching in districts that were larger than the one in which they are now employed. One-fourth did their student teaching in a district of about the same size as their one of current employment, while the remainder (23%) did their student teaching in a smaller district.

Comparisons

In analyzing the data by group, level, size of district, type of school, and education graduate regarding amount of time spent by new teachers in field experiences during their preparation programs, the mean response was calculated. The analysis revealed two findings worthy of note. One, when the data were analyzed by group, new teachers were more likely than principals, experienced teachers, or cooperating teachers to think that they spent the right amount of time in field experiences during their preparation programs. Two, the analysis by level revealed that those employed at the elementary level were more likely to think that new teachers spent the right amount of time in field experiences. The data are presented in Table D, Appendix B.

CHAPTER 3

SUMMARY AND RECOMMENDATIONS

This study was conducted for the purpose of determining the perceived adequacy of Iowa teachers who have entered the profession within the past three years. The data for the study, which took place in the summer of 1984, were gathered through a survey instrument. Stratified random sampling was used to select the 2763 kindergarten through grade twelve Iowa educators to whom the survey was mailed. Included in the sample were 700 new teachers (three years teaching experience or less), 850 experienced teachers (more than three years teaching experience), 663 teachers who have served as cooperating teachers for student teachers during the past three years, and 550 principals. A total of 1055 instrumets were returned for an overall response rate of 38 percent. The data were analyzed in the aggregate, as well as by group (principals, experienced teachers, new teachers, cooperating teachers); level (elementary, junior high/middle school, senior high, combination); size of district (599 or less, 600-2499, 2500 or more); type of school (public, private); and education graduate (Iowa or non Iowa education program).

There was a fairly even percentage of principals and new, experienced, and cooperating teachers who responded to the survey. The respondents averaged more than 15 years experience in education. The greatest number were employed at the elementary level, the least at the junior high/middle

school level. The majority were from districts with kindergarten through grade twelve enrollments of 1000 or more students. Most were graduates of an Iowa college, were employed in the state's public schools, and planned to remain in education for the 1984-85 school year.

Of 33 preparation areas, the area in which new teachers were perceived as most adequately prepared was content preparation in area of specialization, followed by planning units of instruction and individual lessons, teaching basic skills, locating and using materials and resources in specialty area, evaluating and reporting student work and achievement, and preparing and using media.

There were four areas in which new teachers were judged inadequate. The area of greatest concern was understanding and managing behavior problems in the classroom. The other three areas were mainstreaming handicapped students, working with children with learning problems, and knowledge of laws and policies related to schools. In a fifth area, assessing learning problems, while not considered inadequate, new teachers were seen as marginally adequate.

The respondents were asked to rate the importance of the 33 preparation areas. In none of the 33 did perceived adequacy of new teachers match of exceed its perceived importance. Those perceived as most important for new teachers were the ability to understand and manage behavior problems in the classroom, maintain student interest, teach basic skills, and plan units of instruction and individual lessons, in that order. While no preparation area was seen

as unimportant, some were seen as less important than others. These included interpreting and using standardized tests, consultation skills in interacting with other professions, techniques for infusing multicultural learning, influence of laws and policies related to schools, and using community resources.

Not surprisingly, the area in which the largest gap occurred between perceived importance and teacher adequacy was understanding and managing behavior problems in the classroom. Methods of working with children with learning problems, assessing learning problems, working with parents, maintaining student interest, and skills for mainstreaming handicapped students also had rather large gaps.

Teachers who have recently entered the profession were perceived as improved over those who entered five years ago. More than half the respondents (57%) rated the present quality of new teachers as good to very good, compared to 48 percent who would have given this same rating to new teachers in 1979.

While nearly half the respondents considered that the amount of time spent by new teachers in field experiences during their preparation programs was about right, there were almost as many who thought there was too little time spent. Many respondents mentioned that improved field experiences would be valuable. Field experiences were also mentioned frequently by the respondents as an area in which new teachers need to be better prepared.

In conclusion, while the results of the survey indicate that preparation has improved in recent years, there appears to be a need for further improvement. New teachers are seen as relatively well grounded in content preparation, but the results suggest that more practical experience would assist them in learning how to deal with behavioral problems and special needs of students. Based upon the findings of this study, the following recommendations are offered:

1. Each teacher preparation program should provide field experiences that offer both breadth and depth of experience by ensuring that there is an adequate number of field experiences, that they are of sufficient length, and that they provide the students with a variety of experiences.

2. There should be a clearly defined set of skills and/or competencies in which all graduates of Iowa teacher education programs should be proficient. Each institution that prepares teachers should provide a plan that enables students the opportunity to acquire these skills and/or competencies. Each teacher preparation institution should also provide a plan for assessing the skills and/or competencies of its prospective teachers prior to graduation.

3. Each teacher preparation programs should conduct follow-up studies on a periodic basis to assess the quality of its graduates and the effectiveness of its preparation program.

APPENDIX A

Survey and Cover Letters

Please return by:
July 13, 1984

1. If you are a new teacher (total teaching experience of three years or less), answer column 1 with respect to your teacher preparation program and in column 2 indicate how important this area is to your present position.

   If you are an experienced teacher (at least four years total experience), a principal or a cooperating teacher, answer column 1 with respect to how well new teachers rate and column 2 with respect to the importance of each item.

Adequacy		Importance	
Very Adequate	5	Very Important	5
Adequate	4	Important	4
Neutral	3	Neutral	3
Inadequate	2	Unimportant	2
Very Inadequate	1	Very Unimportant	1
Not Applicable	0	Not Applicable	0

Adequacy	Importance		
____	____	1)	Planning units of instruction and individual lessons.
____	____	2)	Preparing and using media.
____	____	3)	Maintaining student interest.
____	____	4)	Understanding and managing behavior problems in the classroom.
____	____	5)	Teaching basic skills.
____	____	6)	Consultation skills in interacting with other professions.
____	____	7)	Developing student-student relationships.
____	____	8)	Referring students for special assistance.
____	____	9)	Skills for mainstreaming handicapped students.
____	____	10)	Methods of working with children with learning problems.
____	____	11)	Assessing learning problems.
____	____	12)	Developing tests.
____	____	13)	Interpreting and using standarized tests.
____	____	14)	Content preparation in area of specialization.
____	____	15)	Professional ethics and legal obligations.
____	____	16)	Psychology of learning and its application to teaching.
____	____	17)	Evaluating and reporting student work and achievement.
____	____	18)	Relating activities to interests and abilities of students.

Adequacy		Importance	
Very Adequate	5	Very Important	5
Adequate	4	Important	4
Neutral	3	Neutral	3
Inadequate	2	Unimportant	2
Very Inadequate	1	Very Unimportant	1
Not Applicable	0	Not Applicable	0

Adequacy	Importance		
____	____	19)	Using written communcation effectively.
____	____	20)	Locating and using materials and resources in specialty area.
____	____	21)	Evaluating instruction.
____	____	22)	Individualizing instruction.
____	____	23)	Selecting and organizing materials.
____	____	24)	Using a variety of instructional techniques.
____	____	25)	Understanding teachers roles in relation to administrators, supervisors, and counselors.
____	____	26)	Working with parents.
____	____	27)	Working with other teachers.
____	____	28)	Assessing and implementing innovations.
____	____	29)	Appreciating and understanding individual and intergroup differences in values and lifestyles.
____	____	30)	Using community resources.
____	____	31)	Techniques of curriculum construction.
____	____	32)	Influence of laws and policies related to schools.
____	____	33)	Techniques for infusing multicultural learning.

2. How would you rate the present quality of new teachers (three years total experience or less). Circle the appropriate number.

Very Poor — Very Good

0 1 2 3 4 5 6 7 8 9 10

3. Five years ago, how would you have rated the quality of new teachers (three years total experience or less). Circle the appropriate number.

Very Poor — Very Good

0 1 2 3 4 5 6 7 8 9 10

4. How would you rate the amount of time new teachers spend in field experiences (i.e., observation and experience prior to admittance to a Teacher Preparation Program, clinical experience as part of method courses, and student teaching) during their preparation programs. Circle the appropriate number.

Too Little				About Right					Too Much	
0	1	2	3	4	5	6	7	8	9	10

5. In what ways do you think new teachers are particularly well-prepared?

1)_____

2)_____

6. In what ways do you think they need to be better prepared?

1)_____

2)_____

7. What are your employment plans for the 1984-85 school year?

____ 1) Have obtained a position in education for the 1984-85 school year.
____ 2) Currently seeking or plan to seek a position in education.
____ 3) Currently seeking or plan to seek a non-education position.
____ 4) Graduate study (please specify area) _____.
____ 5) Other (please specify)_____.

8. Compared to the district in which you are now working, what was the size of the district in which you did your student teaching?

____ 1) Considerably larger
____ 2) Somewhat larger
____ 3) About the same
____ 4) Somewhat smaller
____ 5) Considerably smaller

9. Did you graduate from an Iowa college or university education training program?

____ 1) Yes
____ 2) No

10. In which of the following do you work?

____ 1) Public school
____ 2) Private school

11. What is the approximate enrollment of the school district in which you were employed during 1983-84?

____ 1) Under 250
____ 2) 250-399
____ 3) 400-599
____ 4) 600-999
____ 5) 1000-2499
____ 6) 2500-7499
____ 7) 7500 +

12. Total years experience in education. (Answer all that apply)

____ 1) As a teacher
____ 2) As an administrator

13. At what level(s) do you work? (Check all that apply)

Level

____ 1) Elementary
____ 2) Middle/Junior High
____ 3) Senior High

14. Have you served as a cooperating teacher for a student teacher from an Iowa teacher training program at any time during the past three years?

____ 1) Yes
____ 2) No

15. What is your current position in the school district?

Position

____ 1) Principal
____ 2) Teacher (more than three years experience)
____ 3) Teacher (up to three years experience)

Thank you very much for your help.

Please refold with Business Reply Mail panel showing and seal with tape.

IOWA LEGISLATIVE SERVICE BUREAU
STATE HOUSE
DES MOINES, IOWA 50319
TELEPHONE 515/281-3566
SERGE H. GARRISON, DIRECTOR

TO: SELECTED PRINCIPALS
COOPERATING TEACHERS
EXPERIENCED TEACHERS
NEW TEACHERS

The Iowa Excellence in Education Task Force has been appointed by the Legislature to evaluate the education system in the state and make recommendations to the Legislature and other appropriate groups. The Task Force is chaired by Mr. Tom Urban and consists of 7 citizen members and 4 non-voting Legislative members.

I chair the Teaching Quality Subcommittee. As one part of our work, we seek your perceptions regarding teachers who have entered the profession within the last three years. The results of the survey will provide valuable information and will assist the Subcommittee in making its recommendations.

You may be assured of complete confidentiality. The questionnaire has a gummed label for mailing purposes only. This is so that we can check your name off the mailing list when your questionnaire is returned. Your responses will be combined with those of others in summary form only. Individuals will never be identified.

Notice that our time frame is short. To be assured that your responses will be included in the results, please take time to complete it now and return it not later than July 13th.

The results of this study will help to strengthen education programs in Iowa and have long-term benefits to all Iowans. Your participation is essential and will be greatly appreciated.

If you have any questions, please contact the Legislative Service Bureau at 281-3566.

Thank you in advance for your cooperation.

Sincerely,

Margaret Borgen cf

MARGARET P. BORGEN, Chairperson
Teaching Quality Subcommittee

MB:cf
NOTE: Items in question #1 are taken from RISE materials developed by the College of Education, Iowa State University

IOWA LEGISLATIVE SERVICE BUREAU
STATE HOUSE
DES MOINES, IOWA 50319
TELEPHONE 515/281-3566
SERGE H. GARBISON, DIRECTOR

August 15, 1984

TO: SELECTED PRINCIPALS, COOPERATING TEACHERS, EXPERIENCED TEACHERS, AND NEW TEACHERS

Recently you received a questionnaire from the Teaching Quality Subcommittee of the Iowa Excellence in Education Task Force. Unfortunately, the Subcommittee did not receive an adequate number of responses from the first mailing to have sufficient information to use to make recommendations that accurately address the needs of the teaching profession. You are being sent a second copy of the questionnaire so that you will have another opportunity to provide the Subcommittee with your perceptions regarding teachers who have entered the profession within the last three years. Many of the items that are included in the survey were developed by researchers from the College of Education at Iowa State University.

If you have already completed and returned the first questionnaire you received, DO NOT complete and return this one. We apologize for any inconvenience caused by mistakenly sending you a second questionnaire.

Your responses will be confidential. The gummed label that appears on the questionnaire is for mailing purposes only. Your responses will be combined with those of others and will be presented in summary form only.

The Subcommittee urges you to take the few minutes needed to complete and return this questionnaire. To ensure that your responses are included in the final results, your completed questionnaire must be received no later than August 31. If you have any questions, please call the Legislative Service Bureau at 515/281-3566.

Your cooperation in completing this survey is both important and appreciated.

Sincerely,

Margaret Borgen

MARGARET BORGEN
Chairperson, Teaching Quality Subcommittee

MB:cf

APPENDIX B

Results of Analysis of Data by Group, Level, Size of District, Type of School, and Education Graduate

Table A

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A
Planning units of instruction and individual lessons									
Group									
Principals	252	3.79	.75	3	255	4.71	.50	3	.92
Experienced Teachers	239	3.90	2.23	2	243	4.53	1.84	4	.63
New Teachers	182	3.98	1.50	2	182	4.56	1.03	3	.58
Cooperating Teachers	338	3.78	2.55	3	341	4.68	1.51	4	.90
Level									
Elementary	427	4.00	1.81	1	431	4.68	1.26	4	.68
Junior High/Middle	129	3.82	1.89	2	131	4.59	1.40	3	.77
Senior High	222	3.62	2.32	5	224	4.54	1.54	4	.92
Combination	217	3.76	1.76	3	217	4.55	1.31	4	.79
District Size									
599 or less	274	3.87	1.73	2	278	4.51	1.37	4	.64
600 - 2499	357	3.90	1.87	2	363	4.60	1.29	4	.70
2500 or more	370	3.78	2.23	3	371	4.68	1.40	4	.90
Type of School									
Public	959	3.84	2.01	2	971	4.62	1.37	4	.78
Private	59	4.05	1.14	1	59	4.44	1.15	6	.39
Education Graduate									
Iowa College	761	3.85	2.02	2	771	4.61	1.39	4	.76
Non Iowa College	254	3.82	1.85	2	256	4.64	1.24	4	.82

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Preparing and using media									
Group									
Principals	252	3.62	.80	5	255	3.91	.60	24	.29
Experienced Teachers	238	3.68	2.59	5	242	3.86	1.95	26	.18
New Teachers	182	3.65	1.48	11	182	3.82	1.18	28	.17
Cooperating Teachers	336	3.67	2.55	6	339	3.98	1.98	25	.31
Level									
Elementary	427	3.82	1.97	4	431	4.01	1.53	25	.19
Junior High/Middle	128	3.78	2.20	4	130	3.90	1.79	25	.12
Senior High	221	3.44	2.23	10	223	3.88	1.72	23	.44
Combination	216	3.52	1.77	6	216	3.78	1.41	28	.26
District Size									
599 or less	274	3.63	1.85	6	278	3.87	1.48	25	.24
600 - 2499	355	3.67	2.04	5	361	3.89	1.54	22	.22
2500 or more	369	3.69	2.26	6	370	3.97	1.75	26	.28
Type of School									
Public	956	3.67	2.10	5	968	3.92	1.63	26	.25
Private	59	3.58	1.49	10	59	4.01	.95	21	.43
Education Graduate									
Iowa College	758	3.69	2.06	5	768	3.92	1.62	26	.23
Non Iowa College	254	3.62	2.09	6	256	3.92	1.55	24	.30

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Maintaining student interest									
Group									
Principals	252	3.56	.82	9	255	4.78	.45	1	1.23
Experienced Teachers	238	3.54	2.54	10	243	4.77	1.46	2	1.23
New Teachers	181	3.58	1.44	14	182	4.79	.73	1	1.21
Cooperating Teachers	338	3.65	2.54	7	341	4.78	1.49	2	1.13
Level									
Elementary	426	3.82	2.02	4	431	4.83	.95	2	1.01
Junior High/Middle	129	3.38	2.10	13	131	4.71	1.38	2	1.33
Senior High	221	3.39	2.07	15	224	4.71	1.35	2	1.32
Combination	217	3.47	1.83	9	217	4.77	1.24	2	1.30
District Size									
599 or less	273	3.55	1.95	10	278	4.76	1.08	1	1.21
600 - 2499	356	3.63	1.93	8	363	4.76	1.25	2	1.13
2500 or more	370	3.61	2.23	9	371	4.80	1.19	2	1.19
Type of School									
Public	957	3.61	2.08	9	971	4.78	1.17	2	1.17
Private	59	3.44	1.38	17	59	4.68	1.18	4	1.24
Education Graduate									
Iowa College	759	3.61	2.08	9	771	4.77	1.16	2	1.16
Non Iowa College	254	3.56	1.95	8	256	4.81	1.23	2	1.25

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Understanding and managing behavior problems in the classroom									
Group									
Principals	252	3.04	.93	26	255	4.75	.47	2	1.71
Experienced Teachers	239	2.76	3.05	33	243	4.83	1.20	1	2.07
New Teachers	182	3.20	1.85	25	182	4.71	.89	2	1.51
Cooperating Teachers	337	2.88	2.87	32	341	4.85	1.19	1	1.97
Level									
Elementary	427	3.00	2.41	32	431	4.89	.83	1	1.89
Junior High/Middle	129	2.77	2.54	33	131	4.77	1.25	1	2.00
Senior High	221	2.70	2.46	33	224	4.75	1.15	1	2.05
Combination	217	2.81	2.26	32	217	4.80	.97	1	1.99
District Size									
599 or less	274	2.84	2.15	33	278	4.75	1.06	2	1.91
600 - 2499	357	2.83	2.38	33	363	4.83	1.02	1	2.00
2500 or more	369	2.90	2.64	32	371	4.86	.96	1	1.96
Type of School									
Public	958	2.87	2.44	33	971	4.83	1.02	1	1.96
Private	59	2.82	1.81	32	59	4.77	.83	2	1.95
Education Graduate									
Iowa College	760	2.88	2.36	33	771	4.82	1.05	1	1.94
Non Iowa College	254	2.81	2.57	33	256	4.86	.88	1	2.05

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Teaching basic skills									
Group									
Principals	252	3.82	.66	2	255	4.71	.50	3	.89
Experienced Teachers	239	3.67	2.67	6	242	4.66	1.63	3	.99
New Teachers	177	3.86	1.38	5	179	4.51	1.02	4	.65
Cooperating Teachers	332	3.79	2.34	2	336	4.70	1.54	3	.91
Level									
Elementary	426	3.89	1.78	3	430	4.79	1.15	3	.90
Junior High/Middle	128	3.68	2.23	5	131	4.58	1.48	4	.90
Senior High	218	3.45	2.22	9	221	4.49	1.49	5	1.04
Combination	212	3.83	1.77	2	212	4.68	1.07	3	.77
District Size									
599 or less	269	3.72	1.67	3	274	4.64	1.18	3	.92
600 - 2499	357	3.71	2.02	4	362	4.65	1.32	3	.94
2500 or more	364	3.79	2.19	2	367	4.71	1.36	3	.92
Type of School									
Public	948	3.75	2.01	4	962	4.67	1.32	3	.92
Private	59	3.65	1.68	7	59	4.77	.82	2	1.12
Education Graduate									
Iowa College	753	3.77	1.95	3	763	4.65	1.36	3	.88
Non Iowa College	251	3.68	2.11	4	255	4.76	1.07	3	1.08

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Consultation skills in interacting with other professions									
Group									
Principals	248	3.21	.76	22	252	3.70	.67	30	.49
Experienced Teachers	230	3.12	2.65	28	237	3.56	2.07	31	.44
New Teachers	173	2.88	1.49	33	175	3.73	1.25	30	.85
Cooperating Teachers	318	3.20	2.44	28	328	3.63	2.16	32	.43
Level									
Elementary	410	3.25	2.04	28	419	3.71	1.66	31	.46
Junior High/Middle	121	3.08	2.01	28	125	3.56	1.90	32	.48
Senior High	211	3.10	2.07	26	217	3.47	1.81	31	.37
Combination	211	3.11	1.98	26	213	3.58	1.57	31	.47
District Size									
599 or less	263	3.16	1.94	28	270	3.55	1.65	32	.39
600 - 2499	350	3.10	1.93	28	359	3.60	1.62	31	.50
2500 or more	346	3.22	2.23	27	354	3.66	1.87	32	.44
Type of School									
Public	918	3.17	2.08	28	943	3.62	1.74	32	.45
Private	58	2.92	1.15	31	58	3.45	1.14	33	.53
Education Graduate									
Iowa College	726	3.17	2.08	28	747	3.63	1.69	32	.46
Non Iowa College	247	3.16	1.95	28	251	3.56	1.79	32	.40

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Developing student-Student relationships									
Group									
Principals	249	3.31	.78	18	254	4.00	.72	21	.69
Experienced Teachers	237	3.35	2.37	18	242	3.81	2.27	27	.46
New Teachers	179	3.06	1.52	29	182	3.88	1.29	24	.82
Cooperating Teachers	337	3.39	2.43	17	341	4.04	2.10	22	.65
Level									
Elementary	425	3.48	2.02	17	431	4.15	1.68	21	.67
Junior High/Middle	126	3.11	1.92	26	130	3.78	1.90	28	.67
Senior High	220	3.24	1.97	20	224	3.71	1.75	28	.47
Combination	215	3.23	1.72	20	216	3.80	1.67	26	.57
District Size									
599 or less	271	3.33	1.78	20	277	3.87	1.70	25	.54
600 - 2499	355	3.33	1.91	20	363	3.82	1.82	26	.49
2500 or more	366	3.37	2.16	18	370	4.06	1.77	22	.69
Type of School									
Public	950	3.35	2.00	18	969	3.94	1.81	23	.59
Private	59	3.35	1.39	21	59	3.82	1.21	24	.51
Education Graduate									
Iowa College	753	3.34	2.01	20	769	3.96	1.74	23	.62
Non Iowa College	253	3.37	1.87	17	256	3.86	1.88	26	.49

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Referring students for special assistance									
Group									
Principals	252	3.29	.96	20	255	4.05	.65	19	.76
Experienced Teachers	237	3.33	2.91	20	242	4.14	1.93	16	.81
New Teachers	174	2.96	1.74	31	176	4.02	1.30	20	1.06
Cooperating Teachers	327	3.25	2.81	26	336	4.16	1.98	20	.91
Level									
Elementary	421	3.34	2.36	25	430	4.31	1.54	16	.97
Junior High/Middle	128	3.24	2.36	20	131	4.09	1.51	18	.85
Senior High	218	3.08	2.29	28	221	3.90	1.70	20	.82
Combination	209	3.29	2.20	17	211	4.02	1.49	18	.73
District Size									
599 or less	269	3.33	2.28	20	274	4.06	1.45	19	.73
600 - 2499	353	3.25	2.23	23	361	4.13	1.65	17	.88
2500 or more	358	3.24	2.46	25	365	4.17	1.69	20	.93
Type of School									
Public	938	3.27	2.36	23	959	4.14	1.63	18	.87
Private	59	3.15	1.68	24	59	4.01	.98	21	.86
Education Graduate									
Iowa College	744	3.28	2.33	22	761	4.16	1.62	17	.88
Non Iowa College	250	3.21	2.32	25	254	4.07	1.57	18	.86

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Skills for mainstreaming handicapped students									
Group									
Principals	237	2.79	.90	32	246	3.85	.74	26	1.06
Experienced Teachers	225	2.92	2.85	31	233	3.87	2.41	24	.95
New Teachers	171	3.09	1.96	29	166	3.84	1.47	26	.78
Cooperating Teachers	303	2.87	2.80	33	312	3.97	2.23	26	1.10
Level									
Elementary	397	2.99	2.29	33	406	4.06	1.75	23	1.07
Junior High/Middle	128	2.82	2.49	31	128	3.93	1.91	22	1.11
Senior High	203	2.77	2.38	32	208	3.69	2.07	29	.92
Combination	192	2.94	2.17	29	197	3.83	1.74	25	.89
District Size									
599 or less	256	3.04	2.18	30	256	3.80	1.72	28	.76
600 - 2499	336	2.90	2.15	32	349	3.87	1.87	24	.97
2500 or more	335	2.82	2.55	33	343	4.01	1.98	24	1.19
Type of School									
Public	896	2.90	2.35	32	915	3.93	1.90	25	1.03
Private	46	2.93	1.62	30	50	3.59	1.29	29	.66
Education Graduate									
Iowa College	703	2.90	2.31	32	719	3.94	1.87	24	1.04
Non Iowa College	236	2.90	2.37	32	243	3.86	1.91	26	.96

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Methods of working with children with learning problems									
Group									
Principals	251	2.79	.91	32	254	4.20	.69	14	1.41
Experienced Teachers	236	2.90	3.01	32	240	4.22	2.21	13	1.32
New Teachers	179	3.16	1.93	27	179	4.30	1.20	11	1.14
Cooperating Teachers	335	2.95	3.01	31	339	4.31	1.98	14	1.96
Level									
Elementary	426	3.11	2.55	30	432	4.49	1.47	8	1.38
Junior High/Middle	129	2.82	2.45	32	131	4.23	1.59	13	1.41
Senior High	216	2.78	2.38	31	220	3.93	1.94	19	1.15
Combination	214	2.79	2.20	33	211	4.19	1.46	15	1.40
District Size									
599 or less	270	3.01	2.22	32	272	4.14	1.49	15	1.13
600 - 2499	353	2.92	2.30	31	360	4.30	1.63	12	1.38
2500 or more	368	2.91	2.75	31	371	4.30	1.85	15	1.39
Type of School									
Public	949	2.95	2.50	31	963	4.27	1.70	14	1.32
Private	59	2.64	1.45	33	58	4.25	1.37	15	1.61
Education Graduate									
Iowa College	753	2.95	2.47	31	764	4.28	1.68	14	1.33
Non Iowa College	252	2.91	2.42	31	254	4.24	1.69	15	1.33

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Assessing learning problems									
Group									
Principals	252	2.91	.90	30	255	4.24	.68	13	1.33
Experienced Teachers	236	3.04	2.85	29	240	4.23	2.10	12	1.19
New Teachers	180	3.18	1.79	26	181	4.29	1.17	12	1.11
Cooperating Teachers	333	3.06	2.83	29	338	4.41	1.96	9	1.35
Level									
Elementary	425	3.25	2.30	28	431	4.52	1.52	7	1.27
Junior High/Middle	128	2.92	2.40	29	130	4.22	1.55	15	1.30
Senior High	218	2.86	2.26	30	221	4.05	1.76	17	1.19
Combination	214	2.90	2.14	30	214	4.24	1.54	13	1.34
District Size									
599 or less	271	3.09	2.21	29	276	4.24	1.57	12	1.15
600 - 2499	354	3.06	2.19	29	361	4.29	1.62	13	1.23
2500 or more	366	3.04	2.49	29	368	4.38	1.72	10	1.34
Type of School									
Public	949	3.06	2.33	29	964	4.33	1.66	12	1.27
Private	59	2.98	1.79	28	59	4.20	1.34	16	1.22
Education Graduate									
Iowa College	755	3.07	2.29	29	766	4.34	1.63	11	1.27
Non Iowa College	250	3.01	2.36	29	254	4.25	1.68	13	1.24

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Developing tests									
Group									
Principals	252	3.36	.79	13	255	3.82	.76	27	.46
Experienced Teachers	236	3.41	2.43	15	241	3.87	2.09	24	.46
New Teachers	181	3.59	1.61	13	181	3.78	1.40	29	.19
Cooperating Teachers	326	3.36	2.51	19	331	3.82	2.17	29	.46
Level									
Elementary	418	3.37	1.95	23	423	3.67	1.76	33	.30
Junior High/Middle	129	3.36	2.13	15	131	3.97	1.67	21	.61
Senior High	218	3.48	2.17	6	221	4.07	1.81	16	.59
Combination	215	3.42	1.88	11	216	3.88	1.49	23	.46
District Size									
599 or less	273	3.54	1.85	11	278	3.92	1.60	21	.38
600 - 2499	353	3.43	1.92	15	359	3.80	1.61	28	.37
2500 or more	359	3.30	2.21	20	362	3.82	1.98	29	.52
Type of School									
Public	942	3.39	2.05	16	957	3.82	1.76	27	.45
Private	59	3.53	1.55	11	59	3.76	1.20	26	.23
Education Graduate									
Iowa College	746	3.39	2.05	16	757	3.82	1.76	27	.43
Non Iowa College	252	3.42	1.96	14	256	3.88	1.72	25	.46

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Interpreting and using standardized tests									
Group									
Principals	251	2.97	.87	29	254	3.69	.64	31	.72
Experienced Teachers	234	3.35	2.49	18	239	3.52	2.50	33	.17
New Teachers	173	3.57	1.65	15	170	3.61	1.54	32	.04
Cooperating Teachers	313	3.29	2.70	23	323	3.55	2.33	33	.26
Level									
Elementary	414	3.41	2.12	20	424	3.71	1.80	31	.30
Junior High/Middle	125	3.35	2.05	16	128	3.45	1.89	33	.10
Senior High	211	3.25	2.14	19	214	3.30	2.05	33	.05
Combination	205	3.19	2.17	21	202	3.51	1.93	32	.32
District Size									
599 or less	265	3.37	2.03	18	266	3.47	1.89	33	.10
600 - 2499	350	3.36	2.02	17	357	3.48	1.92	32	.12
2500 or more	346	3.26	2.31	21	354	3.64	1.97	33	.38
Type of School									
Public	919	3.32	2.15	20	937	3.55	1.97	33	.23
Private	59	3.47	1.85	15	58	3.64	1.41	28	.17
Education Graduate									
Iowa College	735	3.32	2.13	21	745	3.57	1.95	33	.25
Non Iowa College	244	3.34	2.15	18	247	3.49	1.93	33	.15

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Content preparation in area of specialization									
Group									
Principals	249	4.09	.65	1	254	4.35	.63	10	.26
Experienced Teachers	237	3.99	2.45	1	241	4.37	1.84	6	.38
New Teachers	174	4.12	1.33	1	174	4.39	1.17	9	.27
Cooperating Teachers	330	3.90	2.48	1	336	4.41	2.03	9	.51
Level									
Elementary	409	3.94	1.84	2	418	4.30	1.69	17	.36
Junior High/Middle	128	4.11	1.86	1	130	4.40	1.61	6	.29
Senior High	222	3.92	2.31	1	224	4.57	1.36	3	.65
Combination	215	3.93	1.96	1	215	4.37	1.49	5	.44
District Size									
599 or less	268	3.99	1.78	1	273	4.33	1.48	9	.34
600 - 2499	348	3.96	2.02	1	357	4.41	1.54	7	.45
2500 or more	364	3.94	2.09	1	366	4.42	1.70	8	.48
Type of School									
Public	938	3.96	2.01	1	953	4.39	1.62	8	.43
Private	58	3.96	1.35	2	59	4.36	.99	11	.40
Education Graduate									
Iowa College	743	3.95	1.95	1	757	4.38	1.61	9	.43
Non Iowa College	250	3.97	2.05	1	252	4.42	1.53	6	.45

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Professional ethics and legal obligations									
Group									
Principals	251	3.37	.96	12	255	4.16	.72	18	.79
Experienced Teachers	239	3.22	3.21	23	243	4.14	2.31	16	.92
New Teachers	181	3.47	1.51	18	181	4.05	1.21	19	.58
Cooperating Teachers	336	3.39	2.91	17	340	4.18	2.25	18	.79
Level									
Elementary	423	3.42	2.44	19	429	4.17	1.72	20	.75
Junior High/Middle	129	3.14	2.52	25	131	4.18	1.90	17	1.04
Senior High	222	3.34	2.52	17	224	4.14	2.02	12	.80
Combination	217	3.26	2.20	19	217	4.15	1.74	16	.89
District Size									
599 or less	273	3.32	2.33	22	277	4.12	1.76	16	.80
600 - 2499	356	3.21	2.47	26	363	4.08	1.87	19	.87
2500 or more	368	3.44	2.45	16	370	4.25	1.81	17	.81
Type of School									
Public	955	3.32	2.47	20	969	4.16	1.86	17	.84
Private	59	3.59	1.63	9	59	4.17	1.06	17	.58
Education Graduate									
Iowa College	757	3.35	2.40	19	769	4.14	1.83	19	.79
Non Iowa College	254	3.27	2.51	22	256	4.20	1.79	16	.93

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Psychology of learning and its application to teaching									
Group									
Principals	250	3.40	.82	11	254	4.17	.71	16	.77
Experienced Teachers	239	3.41	2.57	15	242	2.89	2.52	22	.48
New Teachers	182	3.87	1.32	4	182	3.92	1.40	22	.05
Cooperating Teachers	338	3.53	2.69	11	341	4.12	2.28	21	.59
Level									
Elementary	427	3.62	2.07	12	431	4.14	1.88	22	.52
Junior High/Middle	129	3.39	2.24	11	131	3.91	1.73	24	.52
Senior High	222	3.46	2.15	8	224	3.90	2.08	20	.44
Combination	215	3.35	2.01	14	215	3.95	1.95	20	.60
District Size									
599 or less	273	3.49	2.01	14	276	3.91	1.80	23	.42
600 - 2499	357	3.51	1.93	12	363	3.89	2.00	22	.38
2500 or more	369	3.51	2.39	11	371	4.17	1.95	20	.66
Type of School									
Public	957	3.51	2.16	12	969	4.03	1.97	21	.52
Private	59	3.40	1.54	19	59	3.83	1.28	25	.43
Education Graduate									
Iowa College	759	3.52	2.11	12	770	4.02	1.97	21	.50
Non Iowa College	254	3.45	2.19	13	255	4.03	1.87	20	.58

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Evaluating and reporting students work and achievement									
Group									
Principals	252	3.60	.80	7	255	4.41	.58	9	.81
Experienced Teachers	239	3.72	2.33	4	243	4.31	1.82	10	.59
New Teachers	182	3.69	1.50	9	182	4.41	.97	8	.72
Cooperating Teachers	337	3.62	2.61	8	341	4.44	1.72	8	.82
Level									
Elementary	426	3.67	2.15	11	431	4.49	1.36	8	.82
Junior High/Middle	129	3.61	2.21	7	131	4.34	1.51	7	.73
Senior High	222	3.63	2.07	3	224	4.32	1.54	8	.69
Combination	217	3.76	1.62	3	217	4.26	1.31	9	.50
District Size									
599 or less	274	3.70	1.80	5	278	4.32	1.40	10	.62
600 - 2499	357	3.67	2.04	5	363	4.36	1.40	9	.69
2500 or more	369	3.65	2.17	7	371	4.44	1.47	7	.79
Type of School									
Public	958	3.66	2.04	6	971	4.38	1.45	9	.72
Private	59	3.80	1.71	3	59	4.46	.96	5	.66
Education Graduate									
Iowa College	760	3.68	2.00	6	771	4.39	1.44	8	.71
Non Iowa College	254	3.63	2.11	5	256	4.37	1.39	9	.74

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Relating activities to interests and abilities of students									
Group									
Principals	252	3.50	.80	10	255	4.42	.61	8	.92
Experienced Teachers	239	3.52	2.49	11	243	4.35	1.98	7	.83
New Teachers	182	3.70	1.42	7	182	4.46	.93	5	.76
Cooperating Teachers	338	3.56	2.83	10	341	4.54	1.77	5	.98
Level									
Elementary	427	3.73	2.18	9	431	4.61	1.38	6	.88
Junior High/Middle	129	3.39	2.04	11	131	4.29	1.61	9	.90
Senior High	222	3.44	2.20	10	224	4.35	1.70	7	.91
Combination	217	3.34	1.95	16	217	4.34	1.30	8	1.00
District Size									
599 or less	274	3.61	1.87	9	278	4.41	1.30	5	.80
600 - 2499	357	3.52	2.08	11	363	4.42	1.61	6	.90
2500 or more	370	3.56	2.43	10	371	4.51	1.54	5	.95
Type of School									
Public	959	3.55	2.18	10	970	4.46	1.52	5	.91
Private	59	3.51	1.55	14	59	4.42	1.13	7	.91
Education Graduate									
Iowa College	761	3.56	2.16	10	771	4.47	1.51	5	.91
Non Iowa College	254	3.52	2.15	11	255	4.41	1.48	7	.89

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Using written communication effectively									
Group									
Principals	252	3.33	.86	17	255	4.43	.56	7	1.10
Experienced Teachers	237	3.43	2.74	14	243	4.35	1.89	7	.92
New Teachers	182	3.70	1.31	7	181	4.24	1.83	14	.54
Cooperating Teachers	333	3.42	2.83	16	337	4.37	1.99	13	.95
Level									
Elementary	421	3.54	2.21	14	426	4.38	1.48	6	.84
Junior High/Middle	129	3.40	2.27	10	131	4.28	1.66	9	.88
Senior High	222	3.35	2.37	16	224	4.40	1.66	7	1.05
Combination	216	3.35	1.99	14	217	4.26	1.52	8	.91
District Size									
599 or less	272	3.41	2.09	17	276	4.39	1.36	6	.98
600 - 2499	355	3.47	2.18	14	361	4.35	1.60	10	.88
2500 or more	367	3.43	2.36	17	370	4.33	1.66	14	.90
Type of School									
Public	952	3.45	2.24	14	966	4.36	1.58	10	.91
Private	59	3.34	1.91	22	59	4.31	1.16	12	.97
Education Graduate									
Iowa College	755	3.46	2.19	15	765	4.36	1.57	10	.90
Non Iowa College	253	3.40	2.32	15	257	4.32	1.50	12	.92

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Locating and using materials and resources in specialty area									
Group									
Principals	250	3.62	.73	5	254	4.00	.58	21	.38
Experienced Teachers	234	3.75	2.36	3	240	4.06	2.06	19	.31
New Teachers	180	3.61	1.50	12	180	4.14	1.04	17	.98
Cooperating Teachers	335	3.78	2.55	3	338	4.20	1.95	17	.42
Level									
Elementary	421	3.79	2.04	6	427	4.20	1.56	19	.41
Junior High/Middle	129	3.81	1.84	3	131	4.07	1.65	19	.26
Senior High	219	3.71	2.12	2	220	4.13	1.69	14	.42
Combination	214	3.62	1.87	5	216	3.98	1.50	19	.36
District Size									
599 or less	272	3.72	1.87	3	275	4.10	1.47	18	.38
600 - 2499	352	3.80	1.95	3	359	4.10	1.52	18	.30
2500 or more	367	3.73	2.17	5	371	4.18	1.77	19	.45
Type of School									
Public	948	3.76	2.02	3	962	4.14	1.62	18	.38
Private	58	3.64	1.57	8	58	4.07	1.20	20	.43
Education Graduate									
Iowa College	755	3.77	2.01	3	766	4.15	1.61	18	.38
Non Iowa College	248	3.70	1.98	3	251	4.07	1.57	18	.37

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Evaluating instruction									
Group									
Principals	246	3.13	.83	24	250	4.32	.67	12	1.19
Experienced Teachers	232	3.40	2.56	17	239	4.21	2.09	14	.81
New Teachers	180	3.57	1.38	15	181	4.15	1.03	16	.58
Cooperating Teachers	338	3.35	2.69	20	340	4.31	1.95	14	.96
Level									
Elementary	426	3.47	2.20	18	430	4.34	1.58	15	.87
Junior High/Middle	128	3.29	2.23	19	131	4.25	1.70	12	.96
Senior High	215	3.24	2.11	20	217	4.14	1.70	12	.90
Combination	211	3.38	1.90	12	214	4.26	1.58	9	.88
District Size									
599 or less	269	3.45	1.83	16	274	4.16	1.55	14	.71
600 - 2499	354	3.34	2.03	19	361	4.20	1.61	16	.86
2500 or more	363	3.37	2.39	18	366	4.35	1.65	13	.98
Type of School									
Public	944	3.37	2.13	17	959	4.26	1.64	15	.89
Private	59	3.53	1.94	11	59	4.26	1.21	14	.73
Education Graduate									
Iowa College	754	3.39	2.13	16	764	4.26	1.63	15	.87
Non Iowa College	246	3.33	2.11	19	251	4.25	1.60	13	.92

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Individualizing instruction									
Group									
Principals	251	3.13	.90	24	255	4.17	.71	16	1.04
Experienced Teachers	235	3.20	2.72	26	241	4.14	2.27	16	.94
New Teachers	181	3.52	1.68	17	181	4.22	1.28	15	.70
Cooperating Teachers	337	3.34	2.82	21	340	4.27	2.14	16	.93
Level									
Elementary	427	3.40	2.30	22	431	4.41	1.64	12	1.01
Junior High/Middle	128	3.15	2.27	24	131	4.19	1.73	16	1.04
Senior High	218	3.22	2.33	22	222	3.89	1.90	22	.67
Combination	215	3.16	2.08	22	215	4.13	1.65	17	.97
District Size									
599 or less	272	3.26	2.10	24	275	4.11	1.72	17	.85
600 - 2499	355	3.35	2.15	18	362	4.21	1.75	15	.86
2500 or more	367	3.25	2.49	23	371	4.26	1.84	16	1.01
Type of School									
Public	952	3.29	2.29	22	967	4.22	1.80	16	.93
Private	59	3.36	1.84	20	59	4.14	1.35	18	.78
Education Graduate									
Iowa College	759	3.28	2.28	22	768	4.23	1.81	16	.95
Non Iowa College	249	3.31	2.24	20	255	4.15	1.68	17	.84

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Selecting and organizing materials									
Group									
Principals	251	3.57	.71	8	254	4.19	.63	15	.62
Experienced Teachers	234	3.66	2.49	7	242	4.20	2.03	15	.54
New Teachers	181	3.69	1.48	9	182	4.37	1.00	10	.68
Cooperating Teachers	337	3.62	2.62	8	340	4.40	1.85	11	.78
Level									
Elementary	425	3.75	1.98	7	429	4.39	1.57	13	.64
Junior High/Middle	128	3.68	.92	5	131	4.23	1.46	13	.55
Senior High	219	3.48	2.29	6	223	4.28	1.57	10	.80
Combination	215	3.48	1.96	8	217	4.22	1.54	14	.74
District Size									
599 or less	271	3.62	1.93	8	278	4.24	1.50	12	.62
600 - 2499	355	3.65	1.99	7	361	4.26	1.62	14	.61
2500 or more	367	3.63	2.24	8	370	4.38	1.55	10	.75
Type of School									
Public	951	3.64	2.07	7	968	4.31	1.58	13	.70
Private	59	3.46	1.91	16	59	4.31	1.16	12	.85
Education Graduate									
Iowa College	756	3.64	2.04	8	768	4.29	1.56	13	.65
Non Iowa College	251	3.62	2.12	6	256	4.36	1.56	10	.74

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Using a variety of instructional techniques									
Group									
Principals	252	3.35	.85	15	255	4.44	.60	6	1.09
Experienced Teachers	236	3.57	2.87	8	243	4.33	1.89	9	.76
New Teachers	182	3.91	1.54	3	182	4.42	1.11	7	.51
Cooperating Teachers	337	3.50	2.93	12	341	4.45	1.81	7	.95
Level									
Elementary	426	3.70	2.32	10	431	4.48	1.47	10	.78
Junior High/Middle	129	3.38	2.27	13	131	4.34	1.62	7	.96
Senior High	220	3.43	2.39	13	223	4.31	1.52	9	.88
Combination	216	3.43	2.18	10	218	4.35	1.45	6	.92
District Size									
599 or less	273	3.63	2.23	6	278	4.36	1.44	8	.73
600 - 2499	355	3.60	2.13	9	362	4.41	1.48	7	.81
2500 or more	369	3.46	2.57	13	372	4.41	1.56	9	.95
Type of School									
Public	955	3.55	2.35	10	971	4.40	1.51	7	.85
Private	59	3.43	1.94	18	59	4.41	1.31	9	.98
Education Graduate									
Iowa College	761	3.55	2.36	11	771	4.40	1.53	7	.85
Non Iowa College	250	3.55	2.25	9	256	4.39	1.42	8	.84

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Understanding teachers role in relation to administrators, supervisors, and counselors									
Group									
Principals	250	3.34	.91	16	255	4.04	.68	20	.70
Experienced Teachers	235	3.26	3.00	21	242	3.90	2.34	21	.64
New Teachers	181	3.28	1.57	20	181	3.98	1.22	21	.70
Cooperating Teachers	332	3.44	2.85	15	338	4.04	2.15	22	.60
Level									
Elementary	424	3.50	2.23	16	431	4.03	1.75	24	.53
Junior High/Middle	128	3.31	2.38	18	130	3.93	1.82	22	.62
Senior High	215	3.33	2.56	18	220	3.95	1.97	18	.62
Combination	215	3.06	2.20	28	217	3.94	1.69	21	.88
District Size									
599 or less	271	3.26	2.27	24	277	3.91	1.77	23	.65
600 - 2499	354	3.30	2.23	22	362	3.94	1.81	21	.64
2500 or more	363	3.46	2.48	13	368	4.04	1.80	23	.58
Type of School									
Public	947	3.35	2.37	18	967	3.98	1.82	22	.63
Private	58	3.52	1.74	13	58	4.09	1.30	19	.57
Education Graduate									
Iowa College	752	3.38	2.32	18	766	3.98	1.80	22	.60
Non Iowa College	250	3.30	2.39	21	256	3.99	1.79	21	.69

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	Adequacy (A) MEAN	Adequacy (A) S.D.	Adequacy (A) Rank	Importance (I) N	Importance (I) Mean	Importance (I) S.D.	Importance (I) Rank	Difference (I - A)
Working with parents									
Group									
Principals	251	3.25	.89	21	255	4.48	.59	5	1.23
Experienced Teachers	237	3.21	3.08	24	243	4.38	2.05	5	1.17
New Teachers	182	2.93	1.63	32	182	4.43	1.14	6	1.50
Cooperating Teachers	330	3.26	2.86	25	339	4.52	1.84	6	1.26
Level									
Elementary	424	3.31	2.38	26	431	4.66	1.33	5	1.35
Junior High/Middle	127	3.11	2.43	26	131	4.46	1.46	5	1.35
Senior High	218	3.16	2.28	24	222	4.12	1.79	15	.96
Combination	215	3.12	2.41	25	217	4.35	1.46	6	1.23
District Size									
599 or less	273	3.21	2.33	27	277	4.37	1.58	7	1.16
600 - 2499	353	3.15	2.37	27	362	4.43	1.48	5	1.28
2500 or more	364	3.26	2.41	21	371	4.51	1.64	5	1.25
Type of School									
Public	948	3.22	2.38	27	969	4.46	1.59	5	1.24
Private	59	3.14	2.24	25	59	4.42	1.16	7	1.28
Education Graduate									
Iowa College	755	3.22	2.38	26	770	4.44	1.60	6	1.22
Non Iowa College	249	3.20	2.51	27	255	4.50	1.45	5	1.30

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Working with other teachers									
Group									
Principals	252	3.74	.71	4	255	4.35	.64	10	.61
Experienced Teachers	236	3.56	2.86	9	243	4.30	2.03	11	.74
New Teachers	181	3.27	1.55	21	182	4.27	1.19	13	1.00
Cooperating Teachers	338	3.75	2.44	5	342	4.38	1.89	12	.63
Level									
Elementary	427	3.75	2.12	7	432	4.48	1.47	10	.73
Junior High/Middle	128	3.46	2.29	9	131	4.29	1.65	9	.83
Senior High	221	3.63	2.15	3	223	4.16	1.70	11	.53
Combination	215	3.50	2.00	7	218	4.25	1.51	12	.75
District Size									
599 or less	273	3.50	2.03	12	278	4.28	1.59	11	.78
600 - 2499	356	3.60	2.09	9	362	4.33	1.63	11	.73
2500 or more	368	3.76	2.21	4	373	4.38	1.54	10	.62
Type of School									
Public	957	3.64	2.16	7	972	4.34	1.60	11	.70
Private	58	3.77	1.66	4	59	4.38	1.18	10	.61
Education Graduate									
Iowa College	759	3.68	2.01	6	772	4.33	1.59	12	.65
Non Iowa College	253	3.54	2.45	10	256	4.36	1.58	10	.82

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Assessing and implementing innovations									
Group									
Principals	249	3.31	.76	18	251	3.82	.68	27	.51
Experienced Teachers	235	3.50	2.50	12	242	3.89	2.02	22	.39
New Teachers	179	3.27	1.33	21	180	3.84	1.14	26	.57
Cooperating Teachers	330	3.45	2.54	14	339	4.00	2.10	24	.55
Level									
Elementary	419	3.53	2.12	15	427	4.01	1.65	25	.48
Junior High/Middle	125	3.32	2.02	17	130	3.88	1.65	26	.56
Senior High	219	3.41	2.01	14	221	3.88	1.93	23	.47
Combination	214	3.36	1.78	13	216	3.89	1.52	22	.53
District Size									
599 or less	270	3.47	1.71	15	274	3.93	1.58	22	.46
600 - 2499	352	3.41	2.10	16	360	3.87	1.72	24	.46
2500 or more	361	3.46	2.17	13	369	4.00	1.67	25	.54
Type of School									
Public	943	3.44	2.05	15	961	3.94	1.70	23	.50
Private	58	3.66	1.43	6	59	3.91	1.21	23	.25
Education Graduate									
Iowa College	747	3.47	2.05	14	763	3.94	1.67	24	.47
Non Iowa College	251	3.39	1.91	16	254	3.94	1.69	23	.55

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Appreciating and understanding individual and intergroup differences in values and lifestyles									
Group									
Principals	248	3.36	.82	13	253	3.95	.68	23	.59
Experienced Teachers	232	3.49	2.75	13	241	3.93	2.35	20	.44
New Teachers	179	3.83	1.35	6	179	4.09	1.10	18	.26
Cooperating Teachers	333	3.47	2.65	13	336	4.17	2.09	19	.70
Level									
Elementary	424	3.61	2.23	13	428	4.24	1.66	18	.63
Junior High/Middle	127	3.48	2.33	8	129	4.00	1.67	20	.52
Senior High	214	3.44	2.04	10	219	3.87	1.94	25	.43
Combination	212	3.28	1.96	18	216	3.85	1.71	24	.57
District Size									
599 or less	268	3.50	1.91	12	272	3.94	1.76	20	.44
600 - 2499	350	3.51	2.02	12	359	3.96	1.77	20	.45
2500 or more	364	3.49	2.45	12	369	4.20	1.74	18	.71
Type of School									
Public	941	3.50	2.19	13	959	4.07	1.81	20	.57
Private	58	3.70	1.51	5	59	3.88	1.08	1	1.18
Education Graduate									
Iowa College	750	3.51	2.13	13	760	4.08	1.78	20	.57
Non Iowa College	246	3.46	2.24	12	255	3.99	1.76	21	.53

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Using community resources									
Group									
Principals	250	3.04	.86	26	254	3.81	.61	29	.77
Experienced Teachers	234	3.21	2.76	24	242	3.69	2.18	29	.48
New Teachers	181	3.24	1.49	23	180	3.90	1.10	23	.66
Cooperating Teachers	329	3.29	2.51	23	337	3.87	1.95	28	.58
Level									
Elementary	421	3.41	2.13	20	430	3.87	1.70	27	.46
Junior High/Middle	128	3.16	2.02	23	129	3.65	1.63	31	.49
Senior High	215	3.10	2.18	26	219	3.80	1.70	27	.70
Combination	214	3.09	1.95	27	217	3.70	1.45	30	.61
District Size									
599 or less	270	3.22	2.11	26	275	3.78	1.71	29	.56
600 - 2499	352	3.31	2.02	21	360	3.81	1.57	27	.50
2500 or more	363	3.23	2.16	26	369	3.80	1.69	30	.57
Type of School									
Public	942	3.26	2.12	25	963	3.80	1.67	29	.54
Private	59	3.01	1.92	26	59	3.69	1.08	27	.68
Education Graduate									
Iowa College	748	3.24	2.08	25	764	3.80	1.66	29	.56
Non Iowa College	250	3.27	2.21	22	255	3.79	1.62	29	.52

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Techniques of curriculum construction									
Group									
Principals	247	3.01	.83	28	252	3.87	.72	25	.86
Experienced Teachers	228	3.24	2.76	22	238	3.73	2.17	28	.49
New Teachers	180	3.22	1.60	24	180	3.88	1.21	24	.66
Cooperating Teachers	326	3.22	2.74	27	337	3.90	2.31	27	.68
Level									
Elementary	415	3.27	2.18	27	424	3.84	1.87	28	.57
Junior High/Middle	123	3.21	2.48	21	129	3.83	1.91	27	.62
Senior High	216	3.15	2.29	25	221	3.83	1.75	26	.68
Combination	211	3.13	1.99	24	215	3.79	1.73	27	.66
District Size									
599 or less	269	3.28	2.21	23	275	3.86	1.65	27	.58
600 - 2499	351	3.22	2.06	24	360	3.73	1.82	29	.51
2500 or more	352	3.20	2.37	28	363	3.90	1.93	27	.70
Type of School									
Public	929	3.23	2.23	26	957	3.84	1.83	27	.61
Private	59	2.94	1.69	29	59	3.56	1.37	32	.62
Education Graduate									
Iowa College	740	3.21	2.27	27	759	3.84	1.82	27	.63
Non Iowa College	245	3.26	2.01	24	254	3.81	1.80	28	.55

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Influence of laws and policies related to schools									
Group									
Principals	247	2.83	.83	31	250	3.69	.74	31	.86
Experienced Teachers	229	3.01	2.68	30	237	3.67	2.42	30	.66
New Teachers	178	3.11	1.48	28	180	3.72	1.28	31	.61
Cooperating Teachers	324	2.97	2.61	30	337	3.74	2.44	31	.77
Level									
Elementary	414	3.05	2.17	31	425	3.75	1.97	30	.70
Junior High/Middle	126	2.87	2.28	30	130	3.70	1.78	29	.83
Senior High	213	2.99	2.06	29	217	3.61	2.15	30	.62
Combination	210	2.90	1.98	30	215	3.71	1.79	29	.81
District Size									
599 or less	263	3.04	2.04	30	272	3.74	1.90	30	.70
600 - 2499	350	2.99	2.08	30	358	3.69	1.89	30	.70
2500 or more	356	2.97	2.24	30	365	3.72	2.06	31	.75
Type of School									
Public	926	2.99	2.15	30	954	3.72	1.97	30	.73
Private	59	3.01	1.45	26	59	3.57	1.39	31	.56
Education Graduate									
Iowa College	740	2.99	2.17	30	760	3.72	1.99	30	.73
Non Iowa College	242	3.01	1.96	29	250	3.70	1.81	30	.69

Table A (Continued)

Perceived Adequacy of New Teachers in Areas of Preparation, Perceived Importance of Areas, and Difference in Means of Adequacy and Importance--Comparisons by Variables

Area/Variable	Adequacy (A) N	MEAN	S.D.	Rank	Importance (I) N	Mean	S.D.	Rank	Difference (I - A)
Techniques for infusing multicultural learning									
Group									
Principals	248	3.16	.85	23	252	3.65	.83	33	.49
Experienced Teachers	225	3.19	2.52	27	234	3.54	2.53	32	.35
New Teachers	172	3.45	1.42	19	172	3.44	1.55	33	.01
Cooperating Teachers	318	3.30	2.48	22	322	3.75	2.50	30	.45
Level									
Elementary	410	3.35	2.00	24	416	3.77	1.96	29	.42
Junior High/Middle	124	3.17	2.09	22	126	3.67	1.91	30	.50
Senior High	209	3.20	2.12	23	213	3.46	2.29	32	.26
Combination	207	3.15	1.89	23	210	3.49	2.02	33	.34
District Size									
599 or less	258	3.37	1.81	18	263	3.58	2.06	31	.21
600 - 2499	343	3.22	1.94	24	352	3.44	2.04	33	.22
2500 or more	354	3.25	2.24	23	357	3.83	1.96	28	.58
Type of School									
Public	915	3.27	2.05	23	933	3.65	2.09	31	.38
Private	54	3.20	1.39	23	55	3.59	1.34	29	.39
Education Graduate									
Iowa College	726	3.28	2.06	22	736	3.65	2.04	31	.37
Non Iowa College	240	3.21	1.90	25	249	3.63	2.11	31	.42

Rating scale for adequacy: Very Adequate = 5; Adequate = 4; Neutral = 3
Inadequate = 2; Very Inadequate = 1
Rating scale for importance: Very Important = 5; Important = 4; Neutral = 3
Unimportant = 2; Very Unimportant = 1
Rank: 1 = High; 33 = Low

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Table B

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
Understanding of and dedication to the profession		
Group		
Principals	4.0	5.1
Experienced Teachers	6.0	7.8
New Teachers	6.5	4.6
Cooperating Teachers	7.9	6.0
Level		
Elementary	7.0	6.1
Junior High/Middle	6.8	5.3
Senior High	8.5	5.5
Combination	4.9	7.1
District Size		
599 or less	5.2	4.8
600 - 2499	4.8	8.3
2500 or more	9.8	6.2
Type of School		
Public	6.9	6.6
Private	7.7	5.7
Education Graduate		
Iowa College	6.9	6.6
Non Iowa College	6.9	6.3
Interpersonal/communication skills		
Group		
Principals	3.6	10.1
Experienced Teachers	1.8	7.0
New Teachers	4.1	10.9
Cooperating Teachers	4.9	9.8
Level		
Elementary	4.8	10.6
Junior High/Middle	2.7	8.8
Senior High	1.6	6.6
Combination	4.1	7.0

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Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
District Size		
599 or less	3.4	9.5
600 - 2499	2.1	8.2
2500 or more	5.1	8.7
Type of School		
Public	3.5	9.1
Private	7.7	1.1
Education Graduate		
Iowa College	3.4	8.2
Non Iowa College	4.3	10.9
Serving students with special needs		
Group		
Principals	0.0	3.8
Experienced Teachers	0.0	6.5
New Teachers	2.9	4.6
Cooperating Teachers	0.3	2.7
Level		
Elementary	0.4	4.0
Junior High/Middle	0.0	1.5
Senior High	0.8	6.1
Combination	0.3	5.4
District Size		
599 or less	0.2	3.2
600 - 2499	0.4	5.1
2500 or more	0.5	4.3
Type of School		
Public	0.4	4.3
Private	0.0	3.2
Education Graduate		
Iowa College	0.5	3.9
Non Iowa College	0.2	5.5

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Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
Testing/evaluation/resesarch		
Group		
Principals	0.0	2.1
Experienced Teachers	0.5	0.4
New Teachers	0.6	2.3
Cooperating Teachers	1.0	2.2
Level		
Elementary	0.8	2.3
Junior High/Middle	1.3	0.1
Senior High	0.2	0.4
Combination	1.0	1.4
District Size		
599 or less	0.8	1.8
600 - 2499	1.1	0.8
2500 or more	0.4	2.0
Type of School		
Public	0.8	1.5
Private	0.0	1.9
Education Graduate		
Iowa College	0.7	1.5
Non Iowa College	0.7	1.7
Content preparation		
Group		
Principals	50.0	5.1
Experienced Teachers	37.3	3.0
New Teachers	25.3	2.9
Cooperating Teachers	31.5	7.5
Level		
Elementary	20.2	1.4
Junior High/Middle	45.4	3.6
Senior High	47.7	12.7
Combination	43.0	6.6

Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
District Size		
599 or less	39.4	5.0
600 - 2499	37.6	4.8
2500 or more	28.4	6.2
Type of School		
Public	33.9	5.5
Private	36.1	1.6
Education Graduate		
Iowa College	33.9	4.8
Non Iowa College	34.1	7.5
Field experience (amount of time, variety of experiences		
Group		
Principals	4.5	15.2
Experienced Teachers	6.5	20.0
New Teachers	14.1	23.4
Cooperating Teachers	5.0	19.3
Level		
Elementary	9.1	21.3
Junior High/Middle	3.7	18.7
Senior High	3.7	15.7
Combination	4.0	20.1
District Size		
599 or less	4.2	23.0
600 - 2499	6.2	18.1
2500 or more	6.8	19.0
Type of School		
Public	6.3	19.5
Private	3.5	25.4
Education Graduate		
Iowa College	6.3	18.3
Non Iowa College	5.9	24.4

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Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
Proficiency of new teachers in basic skills		
Group		
Principals	1.8	2.5
Experienced Teachers	2.3	5.2
New Teachers	0.6	0.6
Cooperating Teachers	2.1	4.6
Level		
Elementary	1.9	5.0
Junior High/Middle	0.1	5.1
Senior High	1.8	3.7
Combination	4.4	4.1
District Size		
599 or less	0.8	5.0
600 - 2499	2.1	3.1
2500 or more	2.7	5.4
Type of School		
Public	2.1	4.5
Private	0.0	2.4
Education Graduate		
Iowa College	2.4	5.3
Non Iowa College	0.7	1.6
Discipline		
Group		
Principals	0.0	14.8
Experienced Teachers	0.9	28.7
New Teachers	1.2	26.9
Cooperating Teachers	0.7	19.3
Level		
Elementary	0.8	21.4
Junior High/Middle	0.3	32.1
Senior High	0.0	23.8
Combination	1.0	21.5

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Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
District Size		
599 or less	0.0	27.7
600 - 2499	0.5	25.9
2500 or more	1.5	18.9
Type of School		
Public	0.8	22.6
Private	0.0	41.6
Education Graduate		
Iowa College	0.3	24.7
Non Iowa College	2.2	18.5
Awareness of individual/ group differences		
Group		
Principals	3.1	2.5
Experienced Teachers	2.8	1.7
New Teachers	2.9	0.6
Cooperating Teachers	4.2	1.7
Level		
Elementary	3.8	2.1
Junior High/Middle	2.0	4.1
Senior High	4.9	0.8
Combination	0.1	0.1
District Size		
599 or less	2.3	0.2
600 - 2499	3.4	2.5
2500 or more	4.4	1.8
Type of School		
Public	3.6	1.7
Private	0.6	0.0
Education Graduate		
Iowa College	3.7	2.1
Non Iowa College	2.9	0.2

Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
Psychology of learning and its application to teaching		
Group		
Principals	9.8	21.5
Experienced Teachers	15.7	5.7
New Teachers	15.9	6.3
Cooperating Teachers	13.0	13.1
Level		
Elementary	16.0	9.8
Junior High/Middle	10.4	6.8
Senior High	12.2	11.9
Combination	11.4	11.4
District Size		
599 or less	14.6	9.1
600 - 2499	14.1	11.2
2500 or more	13.9	10.0
Type of School		
Public	14.5	10.1
Private	2.6	10.6
Education Graduate		
Iowa College	15.2	10.9
Non Iowa College	10.9	7.5
Teaching basic skills		
Group		
Principals	0.9	2.1
Experienced Teachers	1.8	0.9
New Teachers	0.6	1.1
Cooperating Teachers	1.4	1.0
Level		
Elementary	2.0	1.3
Junior High/Middle	0.1	1.3
Senior High	1.6	0.2
Combination	1.2	1.2

Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
District Size		
599 or less	2.5	1.7
600 - 2499	0.6	0.8
2500 or more	1.7	0.8
Type of School		
Public	1.5	1.0
Private	0.6	0.0
Education Graduate		...
Iowa College	1.5	1.1
Non Iowa College	1.5	0.7
Planning instruction		
Group		
Principals	11.2	6.8
Experienced Teachers	11.5	3.0
New Teachers	15.3	6.9
Cooperating Teachers	15.4	5.3
Level		
Elementary	17.6	4.6
Junior High/Middle	11.4	3.2
Senior High	9.7	4.7
Combination	6.2	6.2
District Size		
599 or less	14.6	3.2
600 - 2499	14.1	3.5
2500 or more	13.9	5.9
Type of School		
Public	13.7	4.7
Private	17.7	2.4
Education Graduate		
Iowa College	13.7	4.2
Non Iowa College	13.9	6.0

Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
Utilization of time		
Group		
Principals	0.0	1.3
Experienced Teachers	0.5	4.3
New Teachers	0.6	1.7
Cooperating Teachers	0.0	2.3
Level		
Elementary	0.5	4.0
Junior High/Middle	0.0	3.6
Senior High	0.0	1.0
Combination	3.2	3.2
District Size		
599 or less	0.8	2.0
600 - 2499	0.1	1.5
2500 or more	0.0	4.8
Type of School		
Public	0.2	3.1
Private	0.0	0.5
Education Graduate		
Iowa College	0.3	2.8
Non Iowa College	0.0	3.7
Instructional materials/ resources		
Group		
Principals	4.9	1.3
Experienced Teachers	7.8	0.0
New Teachers	5.9	2.9
Cooperating Teachers	10.1	1.9
Level		
Elementary	12.0	2.0
Junior High/Middle	13.0	1.3
Senior High	2.0	1.2
Combination	1.3	1.3

Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
District Size		
599 or less	9.8	0.7
600 - 2499	10.0	1.1
2500 or more	7.3	1.6
Type of School		
Public	8.3	1.3
Private	22.4	0.5
Education Graduate		
Iowa College	8.3	1.1
Non Iowa College	10.2	1.8
Miscellaneous		
Group		
Principals	1.8	1.3
Experienced Teachers	3.7	1.7
New Teachers	1.8	3.4
Cooperating Teachers	1.1	1.8
Level		
Elementary	2.5	1.4
Junior High/Middle	2.6	2.7
Senior High	1.9	2.7
Combination	1.4	1.4
District Size		
599 or less	0.4	2.4
600 - 2499	3.0	1.9
2500 or more	2.4	1.5
Type of School		
Public	2.2	1.9
Private	0.6	0.5
Education Graduate		
Iowa College	1.8	2.0
Non Iowa College	3.2	1.5

Table B (Continued)

Ways in which New Teachers Are Perceived to be Particularly Well Prepared and Ways in which They Need to Improve--Comparisons by Variables

Category/Variable	Well Prepared (%)	Need Improvement (%)
Not applicable--response did not refer to new teacher strengths or weaknesses		
Group		
Principals	4.5	4.6
Experienced Teachers	0.9	3.9
New Teachers	1.8	1.1
Cooperating Teachers	1.4	1.4
Level		
Elementary	0.6	2.1
Junior High/Middle	0.1	2.7
Senior High	3.5	3.0
Combination	2.8	2.8
District Size		
599 or less	1.3	0.5
600 - 2499	2.4	3.1
2500 or more	0.5	2.9
Type of School		
Public	1.4	2.5
Private	0.6	2.4
Education Graduate		
Iowa College	1.0	2.5
Non Iowa College	2.5	2.3

Number of Respondents:	Well Prepared	Need Improvement
Group		
Principals	224	237
Experienced Teachers	217	230
New Teachers	170	175
Cooperating Teachers	311	329
Level		
Elementary	396	400
Junior High/Middle	118	126
Senior High	200	219
Combination	196	210

District Size		
599 or less	250	262
600 - 2499	331	341
2500 or more	331	358
Type of School		
Public	873	920
Private	55	59
Education Graduate		
Iowa College	688	735
Non Iowa College	237	241

Table C

Perceived Quality of New Teacher Today Compared to Those of Five Years Ago--Comparisons by Variables

Variable	A. Today N	A. Today Mean	A. Today S.D.	B. Five Years Ago N	B. Five Years Ago Mean	B. Five Years Ago S.D.	Average of Difference Between A and B N*	Average of Difference Between A and B Mean	Average of Difference Between A and B S.D.
Group									
Principals	255	6.76	1.61	251	6.22	1.63	247	.55	1.72
Exp. Teachers	242	6.43	5.51	217	6.17	5.06	217	.13	4.65
New Teachers	183	7.25	2.14	***	****	****	***	***	****
Coop. Teachers	340	6.49	5.23	310	6.37	5.02	310	.09	5.21
Level									
Elementary	430	6.83	4.11	336	6.45	4.46	335	.29	4.52
Jr. High/Middle	131	6.38	4.36	103	6.35	4.09	103	-.12	3.58
Senior High	223	6.24	4.77	172	6.09	4.29	169	.01	4.47
Combination	219	6.22	3.69	169	5.94	3.56	160	.09	3.54
District Size									
599 or less	277	6.39	3.67	168	5.99	3.98	167	.15	4.25
600 - 2499	361	6.62	3.98	286	6.23	3.69	284	.26	3.91
2500 or more	372	6.54	4.82	325	6.44	4.76	324	.02	4.46
Type of Schol									
Public	969	6.54	4.27	745	6.28	4.32	743	.14	4.26
Private	60	6.34	3.40	36	6.44	2.21	35	-.43	3.10
Education Graduate									
Iowa College	770	6.60	4.22	581	6.35	4.22	580	.14	4.25
Non Iowa College	256	6.34	4.24	197	6.08	4.30	195	.11	4.14

Rating Scale: 0 = Very Poor
10 = Very Good

* Includes only those who had five or more years experience in education

Table D

Opinion about Amount of Time Spent by New Teachers in Field Experiences During Their Preparation Programs-- Comparisons by Variables

Variable	N	Mean	S.D.
Group			
Principals	256	3.95	1.72
Experienced Teachers	242	3.81	5.41
New Teachers	184	4.26	2.82
Cooperating Teachers	340	3.84	5.49
Level			
Elementary	429	4.04	4.49
Junior High/Middle	132	3.91	4.45
Senior High	226	3.77	4.30
Combination	217	3.57	3.97
Size of District			
599 or less	276	3.75	3.72
600 - 2499	362	3.99	4.30
2500 or more	374	3.83	4.87
Type of School			
Public	970	3.87	4.40
Private	60	3.65	3.66
Education Graduate			
Iowa College	771	3.89	4.37
Non Iowa College	256	3.80	4.37

Rating Scale: 0 = Too Little
5 = About Right
10 = Too Much